take a PEEK

Painkillers

3 Students are using over-the-counter drugs as a cure all, **News**

Brownie bash

12 Photo editor reigns supreme in kitchen, **A&E**

Pass the baton

16 The secret art of speedy hand-offs in track, **Sports.**

The Shakerite

May 6, 2002 • Volume 72 • Issue 7 • Shaker Heights High School • 15911 Aldersyde Drive • Shaker Heights, Ohio 44120

Soldiers speak out

• Israelis answer questions at after-school assembly

By Cassidy Heller
Staff Reporter

"Our soldiers know they are fighting for their home," Leiutenant Colonel Yosef Satmas said. "If I lose, people will slaughter my family. I am prepared to fight to my last drop of blood."

Satmas, along with Ruth Doran, Assad Sobah and Avnit Ashtar, made up a delegation of soldiers from the Israeli Army's Education Corps who visited the small auditorium on April 16.

According to the group, the Corps is "preparing youngsters for the army" in Israeli schools and community centers. It is also in charge of literacy courses for soldiers who left school early. *The four members of the Corps* are in their late twenties and thirties.

According to Lieutenant Colonel Satmas, the Education Corps is of extreme importance in Israel's current situation. Israel's army is the only one in the world with an Education Corps. Satmas stressed the importance of this during his speech. "We must have it because we represent Jewish people all over the world," he said. "We have just one country."

Satmas compared Israel's military capabilities with that of the other Arab countries in the Middle East. Israel is in the midst of 26 Arab nations, each with its own army.

> **"If I lose, people will slaughter my family. I am prepared to fight to my last drop of blood."**
>
> Yosef Satmas
> Israeli soldier

AMERICA AND ISRAEL
UNITED AGAINST TERRORISM

Pro-Israeli students carried this poster.

SEE **ASSEMBLY,** PAGE 3

Laura Kangas • THE SHAKERITE

Lieutenant Colonel Yosef Satmas of the Israeli Army's Education Corps addresses around 100 students in the small auditorium. *Three other soldiers joined him in discussing the situation in Israel.*

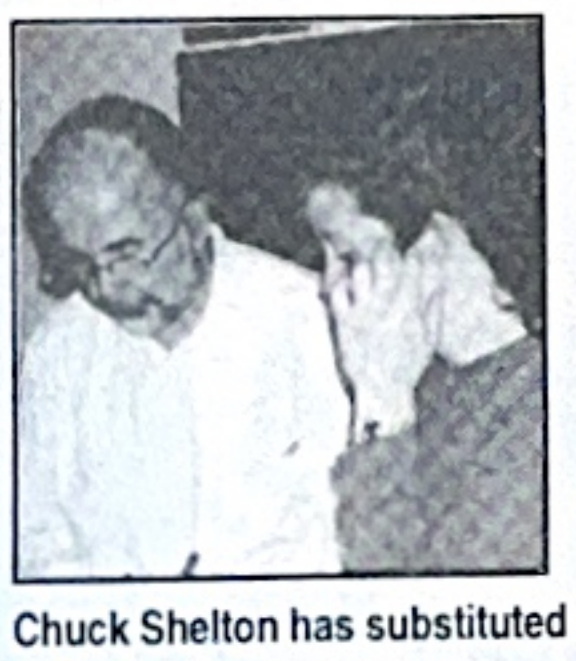
ANALYSIS • The Mideast crisis strikes home • page 4

OPINIONS • Two views of the conflict • page 6

Students' scuffle injures Shelton

• Substitute has no hard feelings about incident

> **"If you fight somebody you can avoid hitting the teacher."**
>
> Antoinette Hodge
> junior



Chuck Shelton has substituted at Shaker for seven years.

By Meryl Kramer
Editor in chief

The pre-spring break atmosphere can be chaotic.

"The week before spring break no one wanted to work, people were excited to leave, and people tended to act up a little more," junior Samantha Gabarik said.

Two juniors in Cathy Lawlor's fourth-fifth period English class are no exception.

On March 28 substitute teacher Chuck Shelton was in his third day substituting

SEE **SUB,** PAGE 4

Police cease investigation of assault

• Student maintains she was victim

By Jennifer Broadbent
Managing Editor

A month after a Shaker student reported that she was assaulted in the women's restroom near the Egress, the police have ceased their investigation of the only suspect.

The male suspect was removed from school on March 13, the day after the allegations were made. He has since returned to the high school.

"Right now I have no comment on how I feel about having him in school again, but my story is still the same. It is definitely him," the alleged victim said. "He said, 'If you aren't here

RITE IDEA • School response correct • page 5

SEE **ASSAULT,** PAGE 4

Trier keeps on truckin'

By Jeff Greenwald
Sports Editor

Most people train their entire lives in order to simply complete a marathon. It took Henry Trier less than two months.

Trier, a senior, ran the CVS Pharmacy Cleveland Marathon on April 28 and placed fifth in the 15-to-19-age bracket with a time of 3 hours, 56 minutes and 49 seconds. He had no aspirations of running a marathon until the end of his swim season in early March.

"One day I woke up and I said I'd run a marathon," said Trier, a state qualifier in swimming. "I really didn't have much time to train, most people train for years."

His mother, Emily Trier, thought it was a lot to take on but supported him the entire time. "He likes to run. He always liked to run," Trier's mother said. "He was very disciplined about practicing regularly."

"I'd go out and run after school in any weather. I wouldn't know where I was running, I would just run, like in the movie Forest Gump," Trier said. "I just would run until I got tired."

Trier was so dedicated that on days when he could not find his tennis shoes he could be spotted

Jeff Greenwald • THE SHAKERITE

Senior Henry Trier stretches before a run in preparation for a marathon.

SEE **TRIER,** PAGE 14

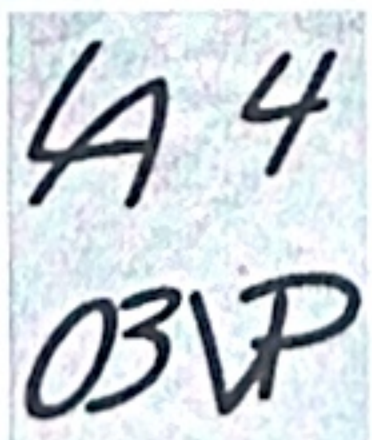
off the WALL

• The student council election fliers posted on the high school's walls set a new standard for outrageous, obnoxious and mystifying campaigning. Meryl and Joe give awards to the most notable of them all.

1. RUDEST

B%$#@

- **Text** Dont be a b%$#@ vote for Hitch 03 Moneyman.
- **Candidate** Junior Alex Hitchens for '03 treasurer. He lost.

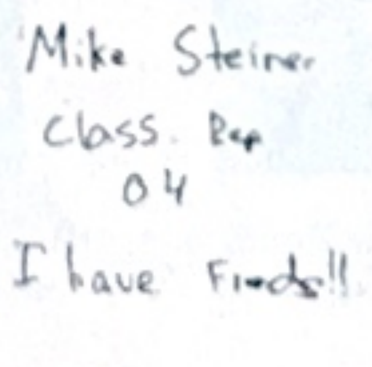


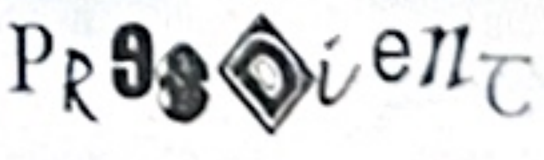
2. HUH?

- **Text** LA 4 03 VP
- **Commentary** We would like to vote for you but have no clue who you are.
- **Candidate** Post election investigation reveals it was Luke Antal for '03 VP. He won. Thanks to the poster, or to those friends/ bodyguards?

3. HIGH TECH

- **Text** Mike Steiner class. Rep. 04 I have friends!!
- **Commentary** Blue marker chicken scratch + dot matrix computer paper + winning slogan = promising candidate.


Mike Steiner
Class. Rep
04
I have Frieds!!



4. THE WINNER IS . . .

- **Text** Ping D'Souza for '03 Presdient.
- **Commentary** D'Souza wins in a one man race for presdient, but loses for '03 president.

5. BEST USE OF RACE CARD

- **Text** Simpson 4 '03 VP. NES 4 '03 VP. It's time to put some Black men in charge.
- **Commentary** Can't we all just get along?

How short is too short?

By Emily Ozan
Staff Reporter

The high school saw a lot of the women's lacrosse team April 8, and they weren't at a game.

Rumors abounded that JV lacrosse players, who were wearing their red, plaid uniform skirts to school, were wearing skirts that were too short and thus in violation of the school's dress code.

Question is, is there a policy?

"What is the dress code at the high school? Is it consistently enforced? If there is a dress code and they violated it, then there should be consequences," said JV lacrosse coach and middle school PE teacher Beth Casey.

The dress code states "the school administration reserves the right to determine what is appropriate appearance and dress."

"When the girls told me there was some kind of issue, I was not aware that they wore their skirts to school that day," Casey said.

Casey recommended that her players no longer wear kilts to school, but added that the team has a right to make that decision on its own.

Players explained that the actual length of the JV skirt, 16 inches, was not short, but that the waists of the skirts were too small for most players to wear around their hips. After shifting the skirts to their natural waists, the skirts seemed about five inches shorter than intended.

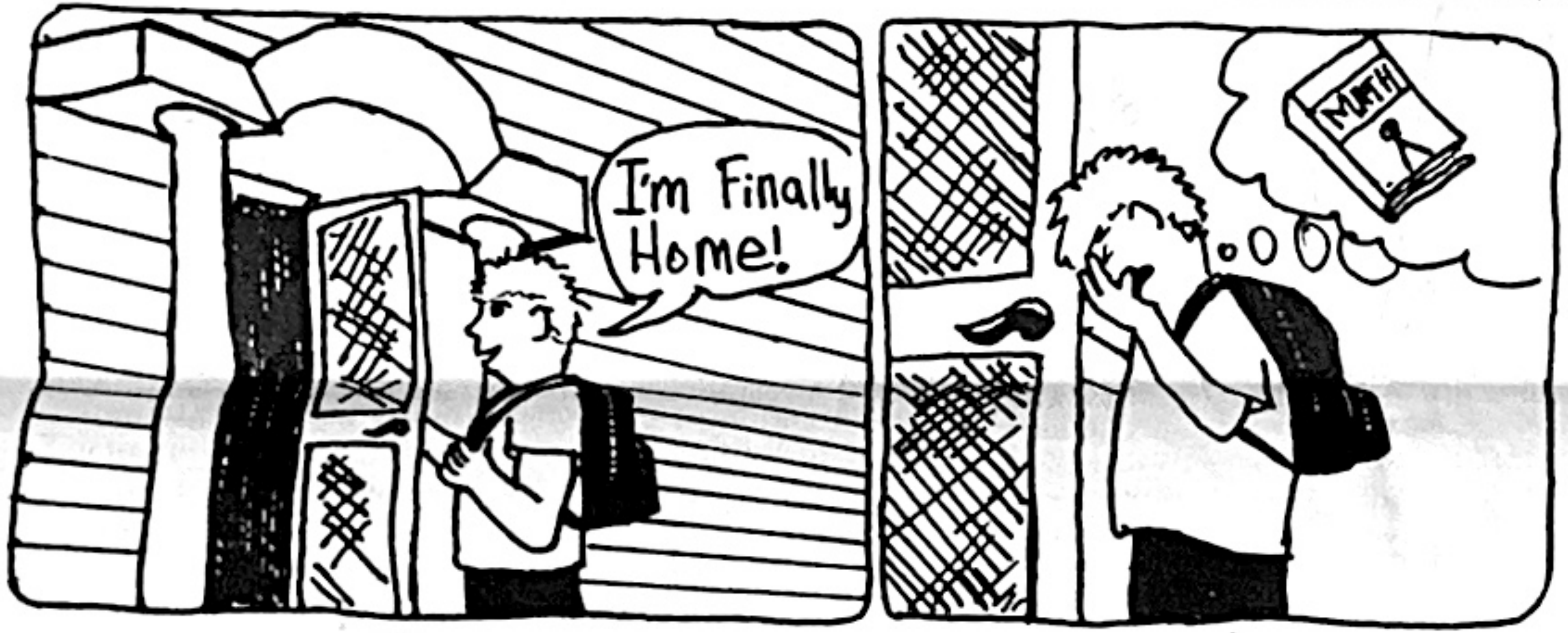
"The varsity skirts are just as short as the JV skirts, so I don't see why all the blame is on JV," said sophomore JV player Leslie Brandon.

Though the skirts caused a buzz throughout the student body, Principal Michael Griffith and assistant principals John Addison and Reginald Blue said they did not notice the skirts at school. Addison said he saw the skirts at a lacrosse game but was focusing more on the game than the uniforms.

"People wear shorts shorter than the [lacrosse] skirts, and as long as people wear shorts under them I don't have a problem with it," said senior lacrosse player and Assistant JV Coach Gabe Scherzer.

Sophomore Elizabeth Haas, a varsity player, agreed. "Just because some of the girls roll up their skirts too far, I don't think it's fair to not let anyone wear them to school," she said.

BEN'S WORLD BY BEN OUELLETTE



Fill out this Shakerite survey and you could win a free slice of pizza every Tuesday for a month!

most interesting article in this issue:

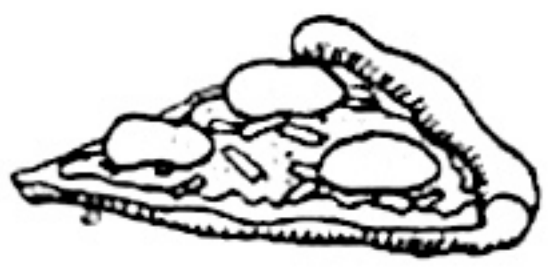
least interesting story in this issue:

one story you wish the Shakerite had run this year:

please rank on a scale of 1 -5
(1=strongly disagree, 5=strongly agree)

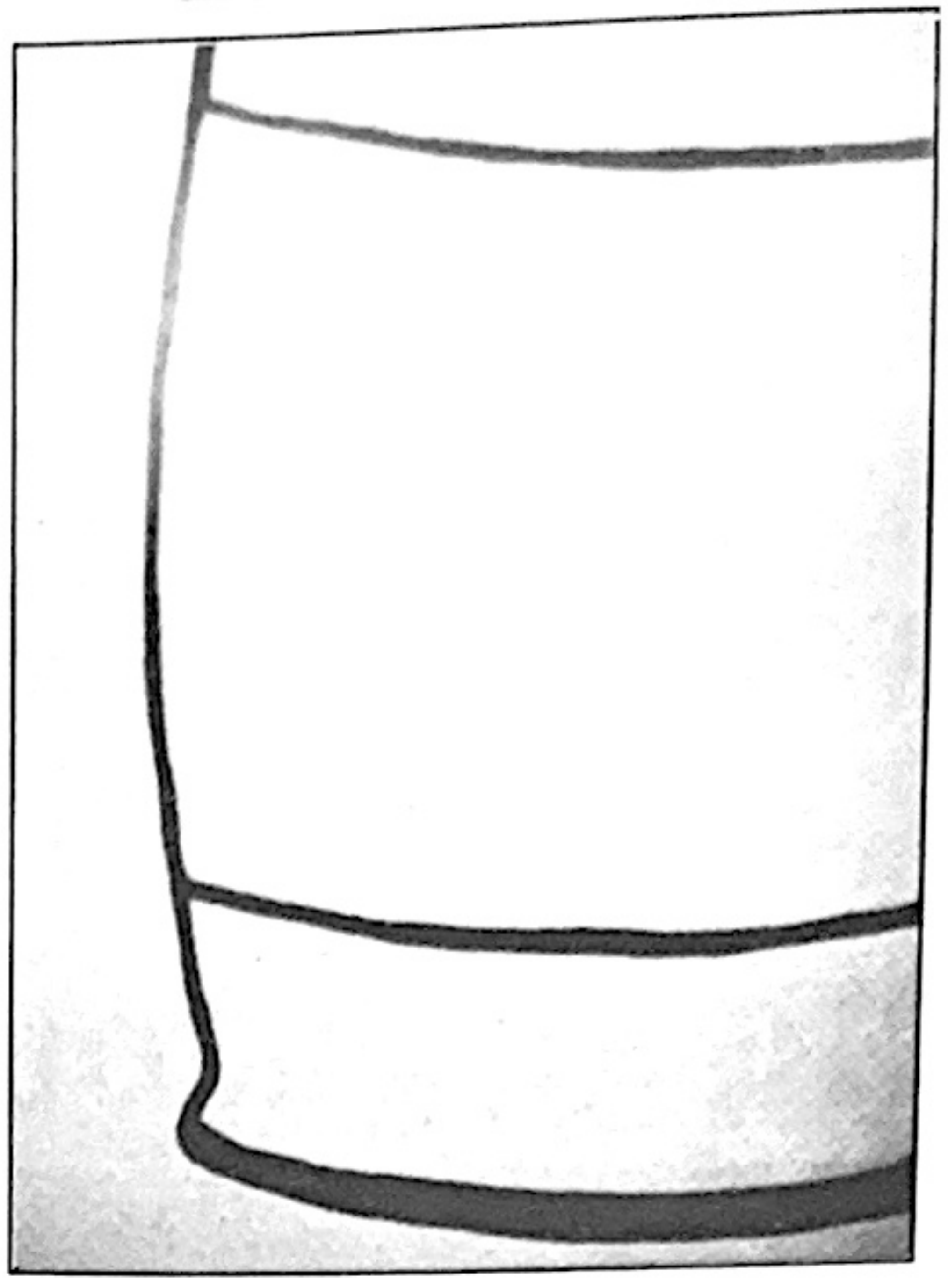
comics are well drawn and funny __
photos are clear __
a wide variety of opinions are expressed __
centerpiece topics are well chosen __

Drop the survey off in the box outside of the journalism room (room 231). We will draw a winner on May 13.



Name ____________
Grade ____________
English teacher ________

Look at this



Where in the school can you find this collection of lines? Drop us a note with its location and you could **win** a free slice of pizza every Tues. for a month.

WORD SEARCH

A	W	C	J	L	A	C	D	E	T	H
C	C	I	E	B	T	I	E	R	A	I
R	I	Y	L	G	E	O	R	R	E	L
R	R	G	I	E	A	M	A	T	H	E
O	J	C	A	M	A	G	A	N	J	A
Y	E	T	A	M	M	B	O	A	T	R
N	J	G	Y	H	E	Y	E	M	A	S
G	I	A	J	D	W	R	R	R	L	I
Y	E	T	S	R	R	O	G	S	G	J
H	J	R	A	E	T	A	B	W	C	A
N	H	T	A	L	N	A	M	R	E	G

Find these 10 Shaker clubs spelled forward, backwards and diagonally:

☐ german
☐ israeli
☐ jcwa
☐ sgorr
☐ yeh
☐ debate
☐ magic
☐ math
☐ latin
☐ mac

CORRECTIONS

- *In the March 27 issue of the Shakerite, senior Mark Wainer's name was misspelled.*
- *In the March 27 issue of the Shakerite, Nicole Nadeau wrote "Candyland" and Roopa Vasudevan directed the play.*
- *In the March 27 issue of the Shakerite, Will Bostwick, Jeanne Bright, Joe Hill and Ben Ouellette were not given credit for their artwork.*
- *In the March 27 issue of the Shakerite, Fred Grair's math teacher was incorrectly identified. Grair's math teacher is Pam Miller, not Lori White. Grair provided incorrect information to a reporter.*

Shaker Heights Teachers' Association
SHTA
Professionals Dedicated To
Educating Shaker's Youth

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Volume 72 • Issue 7
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critique.

The Shakerite will hold a critique session on Monday, May 6 at 3 pm. All students and faculty are invited to attend to comment on the content of the paper.

Shaker Catholics question faith after sex scandals break

By Will Wemer
News Editor

Sophomore Mitch Frank sits in his English class going over vocabulary. While reviewing terms such as gainsay (to deny), and chicanery (deceptive practices or tactics), a student sitting next to him reads an issue of "Newsweek" with the headline "Sex, Shame and the Catholic Church."

Frank is one of many Catholic students who attend Shaker. He, like others, has watched in shock as the American Roman Catholic Church has been in upheaval over an alarming number of priests and deacons who are being charged with sexual abuse dating as far back as the 1950s, and the Church's attempted cover-up of the accusations.

"No matter how you look at it, what the priests did was wrong, and how the Church handled it was wrong, too," Frank said.

At press time, sexual abuse cases involving a Catholic clergy member had been reported in 19 states, including Ohio.

At the center of the scandal is Massachusetts, where the Boston diocese settled a $30 million dollar lawsuit over a priest accused of molesting 86 children.

The scandal has placed the Church under fire, but Catholic students such as senior Carolyn Wilson have reaffirmed their belief in the Church during the crisis.

Wilson, who attended elementary school at Gesu Catholic School in University Heights, feels that the few priests who caused the crisis gave the church a chance to re-evaluate itself.

"My prayers are with the victims of this scandal," Wilson said. "It's important to keep in mind that a miniscule amount of priests are involved. I have faith that the Church will be renewed through this crisis."

The scandal has attracted attention and criticism worldwide.

T.K. Daniel, an exchange student from Ghana who is Catholic, feels that the Church is wrong, but that scandals such as this one are widespread.

"It's likely [the scandal] could happen anywhere," Daniel said. "It's a shame that Catholics are violating the order."

COMMENTARY • **Dan Barach explains how the Catholic Church needs to reform • page 7**

American Cardinals met with Pope John Paul II at the Vatican and announced new guidelines for addressing sexual abuse within the Church. But Latin teacher Robert White, who is Catholic, said that the conference is just a start.

"The Church doesn't perceive it as a problem yet," White said. "I think it's still in a crisis situation. It will get worse before it gets better."

Joan Agresta, principal of St. Dominic's Catholic School on Van Aken Blvd., still has faith in the Church and the intentions of most priests.

"I do believe that the vast majority of the clergy are people who are drawn to the service out of the love of God," she said. "The Church is a wonderful reality, but it is a very real place," she added. "A great mix of sinners and saints."

Overuse of over-the-counters

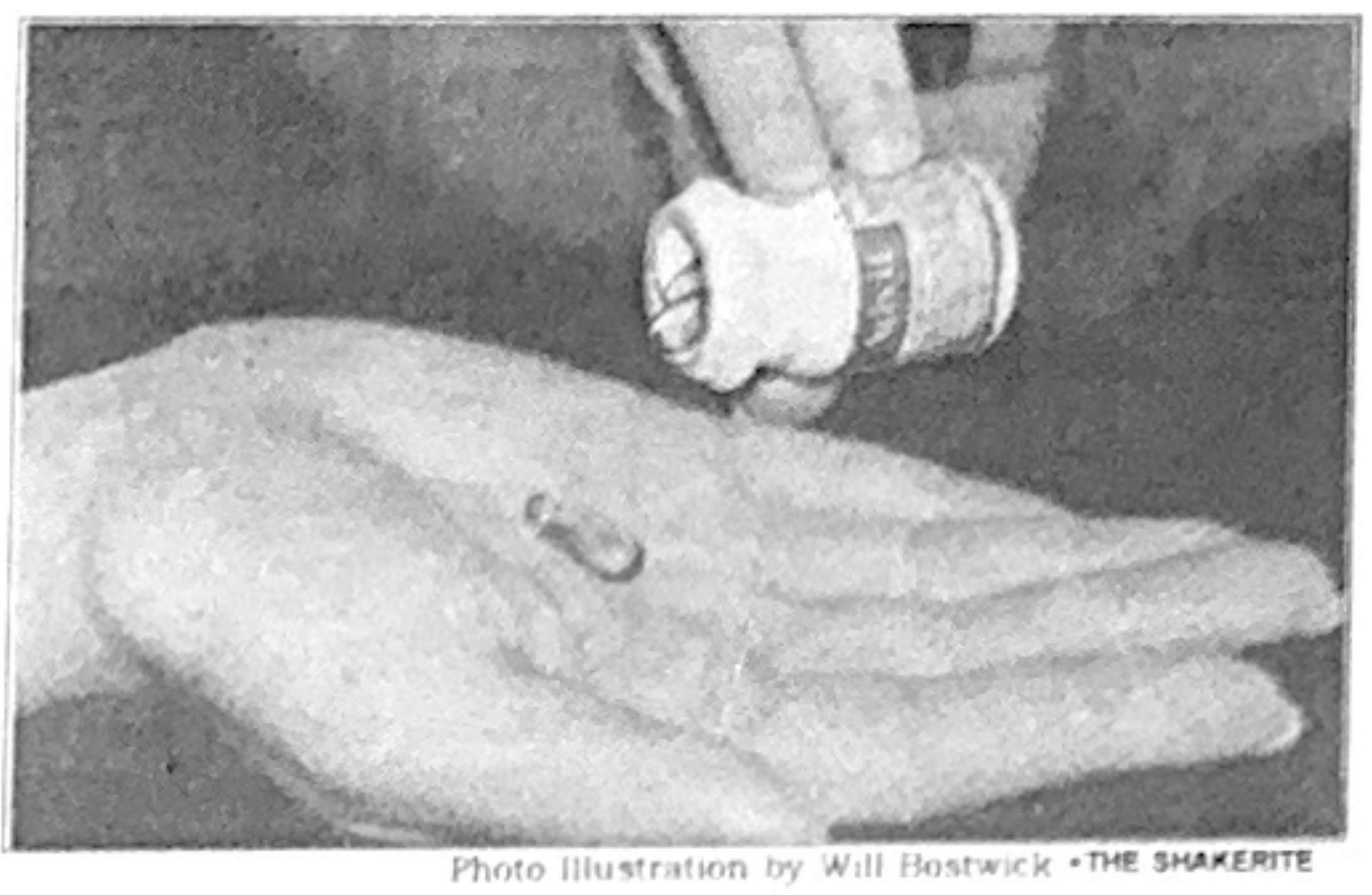


Photo Illustration by Will Bostwick • THE SHAKERITE

By Anna Hutt
Staff Reporter

The weapons: a glass of water and a medicine cabinet. The offenders: high school students. The victims: themselves.

Despite the urban myth that ibuprofen and acetaminophen, two common drugs found in pain-killers like Advil and Tylenol, can cure anything, high school students should steer clear from the growing habit of "popping pills," according to school nurse Paula Dworkin.

"Honestly, Advil is something I take all the time," said junior Nikki Goldstein, explaining that on many occasions she feels it is necessary for her to swallow pills during school.

Though pill popping has become a common practice for high school students, facts show that misuse of these familiar medications can lead to extreme and long-lasting consequences.

Part of the danger of over-the-counter (OTC) painkillers is that they are seen so commonly that teenagers do not take them seriously or think of them as real medicine that should be taken with precaution, said Dr. Marilee Gallagher, a pediatrician at University Mednet.

"Just because it's over-the-counter, it doesn't mean it's not something your doctor should know about," Gallagher said. "It's important for us to know these things. Any kind of medicine being taken is important, even if you're just a wrestler taking vitamin supplements."

Students themselves also notice the frequency of casual pill-popping among their peers. "Sometimes I see people, and they just take Tylenol for any old thing, even if they don't really need it," said sophomore Jackie Gleisser.

> **". . . They just take Tylenol for any old thing, even if they don't really need it."**
>
> Jackie Gleisser
> sophomore

Dworkin fears that Shaker students turn immediately to medications that are readily available when they experience any sort of pain or illness. Instead, they should be taking better care of their bodies and healing themselves in a healthy manner.

"Some people just pop Advil and Tylenol for minor things now...because it's so easy," Dworkin said. She suggests alternatives to popping pills such as cutting back on stressful activities, getting more sleep, and eating three nutritious meals a day.

One misperception is that ibuprofen and acetaminophen are cure-alls. According to Gallagher, the proper uses for these drugs are fever control and pain relief. Ibuprofen can also serve as an anti-inflammatory to cut down on swelling.

Even if medicine is taken for the correct reason, the amount is crucial. Overdosing can be deadly, even for medications as common as Tylenol, which can severely damage the liver if taken in excessive amounts. Precautions also must be taken to avoid taking ibuprofen on an empty stomach. Gallagher warns that this can cause internal bleeding of the stomach or intestines.

"If you [overdose on ibuprofen] a lot, you can end up with an ulcer and belly pain," Gallagher said. "It affects your platelets, which are your clotting cells. If you take ibuprofen three or four times a day on a regular basis, it may affect the way your blood clots and slow it down."

High school administrators, wanting to prevent students from taking the wrong amount of medication at the wrong time for the wrong reason, mandate that any pills brought to school must be sent with signed forms from a parent. Medications then have to be kept and administered by the school nurse.

Goldstein disagrees with this rule, arguing that medication is often needed and that students should be trusted to take it themselves.

"I'm sorry, but girls need their Advil sometimes," Goldstein said. "You're not going to go home or go to the nurse when all you need is an Advil pill!"

Freshman Michael Ward noted the common violation of the policy, though he said, "People won't admit [that they pop pills] because you're not allowed to have pills in school."

However, students such as Goldstein are confident that they know how to properly take medications and are not shy about admitting it.

"One time I was walking in the hall and there was a security guard right there, and I mean I just took it right in front of him," Goldstein said. She added that she was not reprimanded for this occurrence.

"People violate the rule sometimes," Dworkin said. But in an added a note of concern, she stressed the importance of reading labels beforehand to assure that if students are swallowing pills, they are doing so properly. As she put it, the medications can be helpful if taken "in moderation."

Four Israeli soldiers educate students and share their perspectives on the Middle East crisis

ASSEMBLY FROM PAGE 1

According to Satmas, these armies have more than 100 million soldiers combined, compared to Israel's 2.5 million troops.

Students had mixed reactions to the assembly. Freshman Anna Sebok was glad to hear the perspective of people actually involved in the conflict.

"I thought it was cool that Shaker was offering it. It was a very supportive environment," she said.

Junior Emily Gross was also positively affected by the assembly. "I thought they portrayed what the Israeli side really feels about the conflict," she said.

Junior Samur Karim attended the assembly as well. Karim, who is of Lebanese descent, does not agree with Israel's actions. However, he found the assembly very informative.

"I don't think Israel's offensive is the best way to end the war," Karim said. "I thought it was nice to hear another side of the story."

A short film shown during the assembly brought several gasps from the full auditorium.

The film featured photographs of victims of Palestinian suicide bombers and footage of Palestinian children holding guns and chanting, "kill the Jews."

Sebok was affected by the film. "It gave me a sense of reality with the video. It showed what it was really like. People had told me before, but it didn't click until I saw the images," she said.

Gross had a different perspective. "I think most [TV] stations are biased, so the film provided a different point of view. I really think that's what things are like [in Israel]," she said.

Satmas related one story to the audience about the 1996 uprising of Palestine.

In this battle, he was in charge of troops on the Israeli border. He realized that the battle was in a stalemate and that if he were to send out a soldier, he would be killed. This intense moment was one of many similar situations the soldiers regularly face.

According to Satmas, the future of Israel depends on Palestinians.

When responding to the question, "Do you think all Palestinians are evil?" Satmas answered quietly and seriously.

"There is propaganda to hate Jews in Palestine," he said. "Little kids don't talk about peace; they talk about war."

He said he does not think all Palestinians are evil, and reverted back to the mission of the Education Corps. "Every person in the world can be a good person. It depends on the way we educate them."

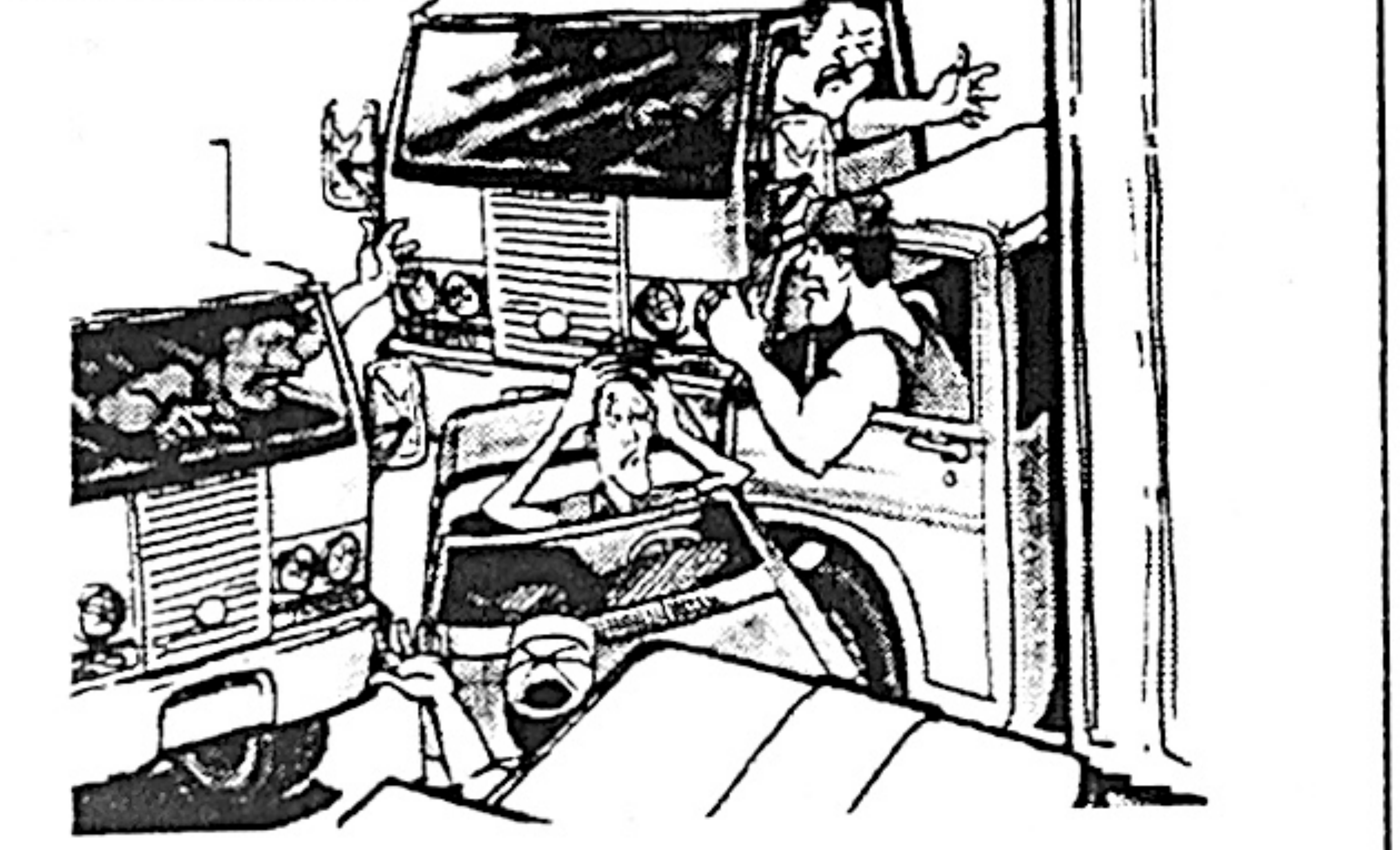
Congratulations to the graduating Shakerite staff

Ashley Davies • Meryl Kramer • Liza Moody
Rob Rains • Allison Waithe

You will be greatly missed!

The Shakerite

You're about to make a critical decision...



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Chagrin-Richmond Plaza
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New licenses take a 90 degree spin

By Rachel Morgenstern-Clarren
Staff Reporter

A 90-degree change in minors' drivers' licenses may mean the end of underage drinking and smoking.

Driver's licenses for people younger than 21 have rotated 90 degrees; photos and information are printed vertically instead of the traditional horizontal orientation.

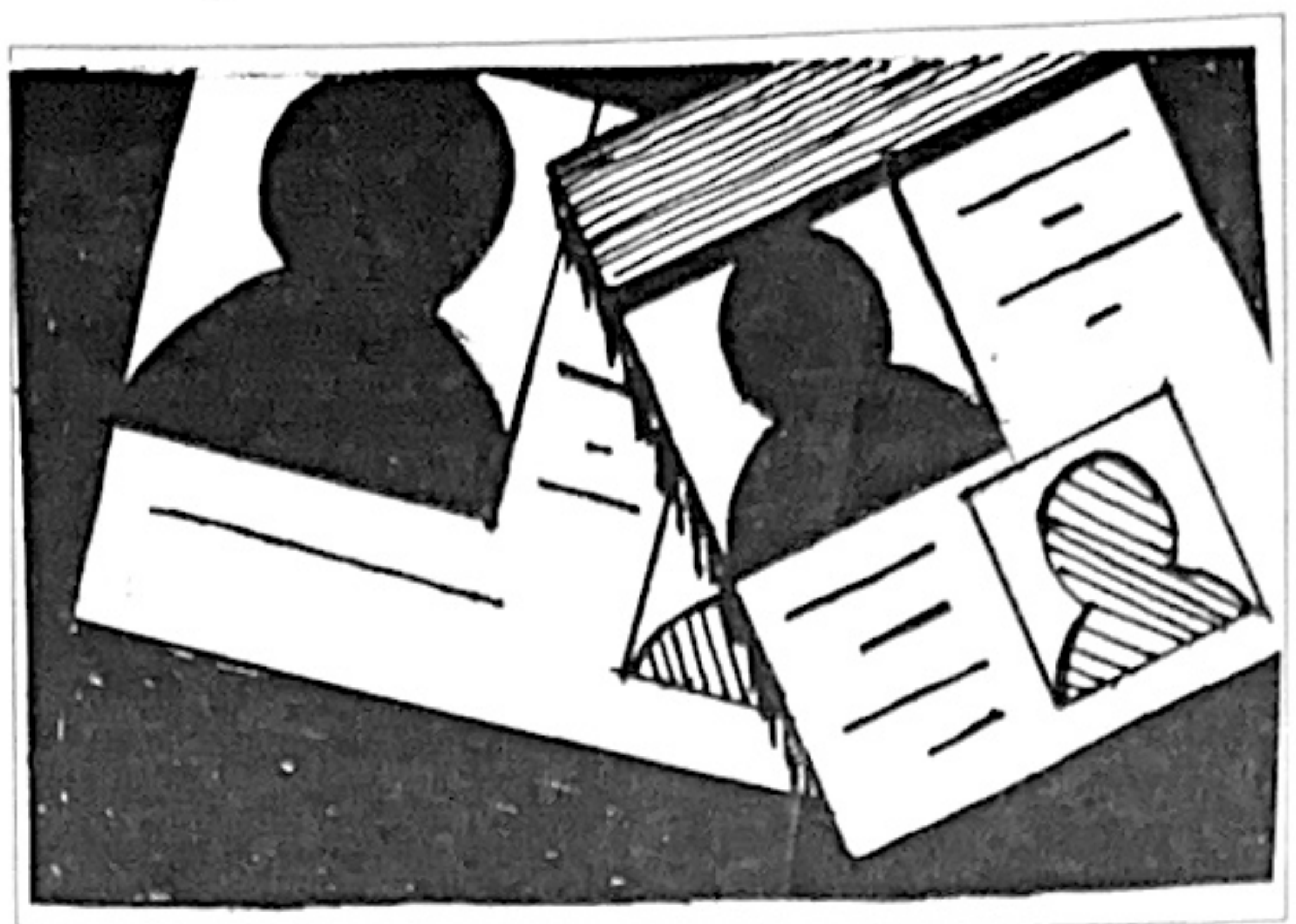
Lawmakers say the new IDs will help alcohol and tobacco sellers to identify underage clients by making their IDs more noticeably different.

"Shop owners and retailers make up the first line of defense against underage drinking, and I am pleased that we can give them an effective tool to better identify those young people who buy alcohol illegally," said State Senator Doug White in an article posted on the Ohio Dept. of Motor Vehicles' website.

Senior Heather Jackson sees the logic in the new licenses. "They pinpoint that you're a minor," Jackson said, "making it more difficult for minors to go places and get things. It's effective for authorities."

Previous efforts to earmark minor's licenses included placing photos on red backgrounds and printing the holder's 18th and 21st birthdates in red. These features are present on the new, vertical licenses as well.

Though she thinks that the new licenses "look dumb," sophomore Eliana Penzner, who has an old version, feels that the changes will serve their purpose.



Will Bostwick • THE SHAKERITE

The vertical orientation of licenses for minors is the newest change in the state's combat against underage purchasing of alcohol and tobacco.

"I think it's going to stop it," Penzner said, referring to underage purchasing of alcohol and tobacco.

Junior Mike Nau thinks that the changes will not affect minors' ability to get illegal substances because. "If kids really have their hearts set on it, they will just get a friend to buy it, or take it from their parents," he said.

"Besides, I think a lot of people who own stores . . . don't care as long as the person doesn't look like a first grader," Nau said.

The first vertical licenses were printed March 1. Minors who already have their licenses do not need to get the new version. All driver's license holders receive a new, horizontal license after their 21st birthday.

COX TAKES THE PLUNGE AT CARNIVAL

Courtesy of YEH/Interact

Substitute teacher Travis Cox sits in the dunk tank at the high school's spring carnival on April 27. The dunk tank raised money for YEH/Interact.

The Shaker side of the Middle East conflict

By Alex Buder Shapiro
Staff Reporter

The conflicts in the Middle East may seem far away for some students, but for those who are also Israelis, the distance isn't so great.

Freshman Nadav Laor moved to the United States last August from Herzlia, a town 20 minutes from the Israeli capital of Tel Aviv. He remembers a time that terrorists disrupted his daily life.

"Before I left, my very good friend wanted to take me out for a fun day around Tel Aviv. She took me to some places and then we wanted to go to a mall, but mom called her on her cell phone, and said that a terrorist is shooting there so we didn't go," Laor said.

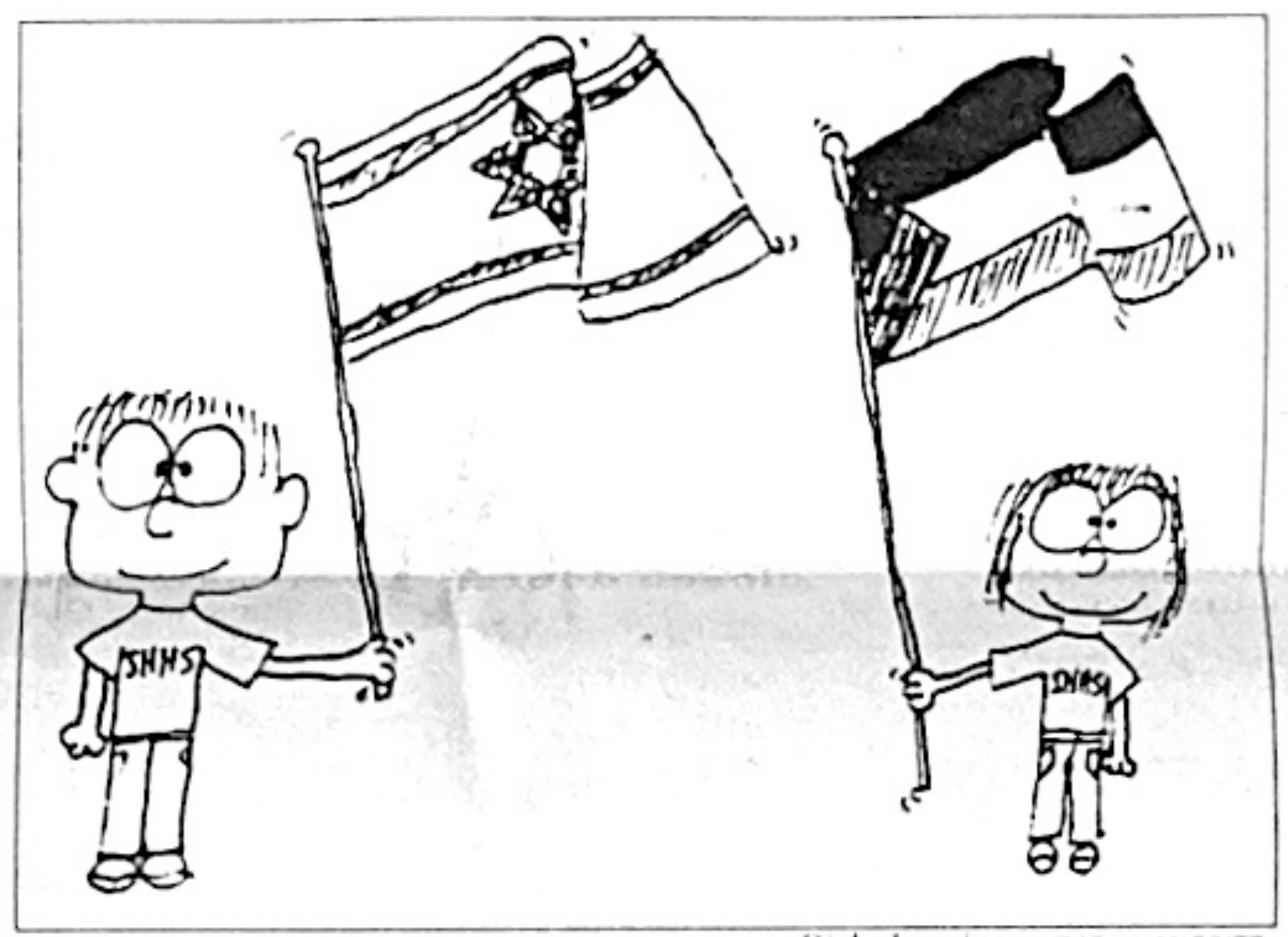
Conflicts have been brewing between Israelis and Palestinians since before Israel became a state in 1948. In 1967 the Palestinans fought with Jordan, Syria and Egypt against the Israelis in the Six Day War.

The core of the problem is the land debate between the Israelis and Palestinians. Both groups consider Israel (called Palestine by the Palestinians) — especially Jerusalem— to be the holy land and feel justified in governing it.

Recently, the tension has escalated into consistent terrorist attacks by some radical Palestinians and military retaliations by the Israeli Army.

Junior Deborah Kaufman is spending a semester in Jerusalem at a youth hostel called Israel Goldstein Youth Village. She says that the suicide bombings are less a part of her life than she thought they would be.

"You do have to be cautious and look at who you are walking next to on the streets but we manage here. Even though there is a war going on, we still live our normal lives. But I can say there was one bombing that touched all 18 of us, in the center of Jerusalem. We all had a talk that night and expressed our feelings out loud. I remember I was sobbing and so worried," Kaufman said.



Rick Jennings • THE SHAKERITE

"Another time I was scared out of my mind was when we were told there was a suicide bomber in the area. My heart literally stopped the second he told us. I was scared until the warning was over," she said.

Laor explains that the recent attacks have especially affected Israeli teenagers, who usually have a lot of independence."If you think of going to Tower City with just your friends, then it is nothing compared to the freedom Israeli teenagers get. You hang with friends, not just on the weekend, but all week long, in the morning and evening. You don't get your license until you are 17 and a half or 18, so you have to rely on public transportation. Now moms are so worried. You know what happens in places with lots of young people. Those places are seen as targets," Laor said.

Sophomore Nadav Weinberg, an Israeli, believes that Palestinians are responsible for conditioning their children to hate Israelis.

"You have second graders watching Al-Jazeera [Arab world news network] and seeing the killings, and the teachers, they are cheering. You have children who believe that dying makes them a martyr for the Palestinian organization," Weinberg said.

According to Laor, freedoms that seem obvious and are often taken for granted can be threatened.

"I remember my uncle, he's 27 and lives in Tel Aviv, had to go do a bank account or something. He was going to have to take a bus to Jerusalem and my whole family was debating whether or not he should go," Laor said.

He also worries that the news has inaccurately portrayed Israel as a land of terrorist attacks and Bedouin Arabs, when it actuality, it is a beautiful, modern country and the terrorist attacks only happen in a couple cities.

Sophomore Ashali Singham, who says that she does not feel that either side is justified in its killing, points out that Israel often tries to seem as if it isn't involved in killing.

"The Israelis, although they are not directly committing terrorist attacks, they are killing about four times as many Palestinians as Israelis [being killed by Palestinians]," Singham said.

Kaufman reminds students to think of the difference in priorities that someone living in a war zone has.

"Prom is coming up, and everybody is worried about what to wear, what shoes to buy, how their hair should be, and a bunch of other small things that won't matter in the long run. When you live here, teenagers are not worried about prom. They are worried about their families and boyfriends who are fighting on the front line in the army, about friends who have died in attacks and things that really do matter in life," Kaufman said.

Pre-spring break fight leaves substitute injured

SUB FROM PAGE 1

for Lawlor, who was recovering from foot surgery. On the last day before spring break, Shelton brought in a video on Michael Jordan to tie into a unit the class was doing on people who had to overcome obstacles to succeed.

One student, seated in the second row, was next to a second junior who had situated himself in the teacher's chair, which he had rolled to a location that enabled him to see the TV. The first student, claiming that his view was then obstructed, asked his classmate to move.

The two students argued, and Shelton asked them to separate. A push of the chair brought a shove in response. The first student fell to the ground, taking Shelton with him. The retired English teacher and seven-year Shaker substitute was injured, and the boys continued to fight.

"Shortly after they saw I was down they stopped fighting. I then asked someone to get security," said Shelton, who suffers from Parkinson's Disease.

"When I saw him he looked pretty hurt. I thought he'd need to go to the hospital because he didn't look so good," classmate A.J. Little said.

While three students ran to get security, others went to help Shelton to his feet. However, Shelton was in an awkward position and asked to be left alone. Shelton's left wrist was bleeding from hitting a file cabinet and his ankle had also been injured. Security and nurse Paula Dworkin arrived, and Shelton later drove himself to Urgent Care. Shelton's wrist was bandaged there, and got a tetanus shot the following day.

Shelton, who is widely known and well liked by Shaker students, emphasized that the boys did not intend to hurt him. "At no time did I feel any anger or disrespect from the two boys," he said.

Each boy received a 10-day suspension.

Shelton said that the punishment was appropriate. "As far as I'm concerned . . . they have to follow school rules," he said, adding that he never considered not returning to Shaker as a result. "It wasn't a terribly frightening situation," he said. Shelton returned as a sub the next time he was called by the school, after spring break on April 11. "I was not kept from working at all," he said.

Dr. Reginald Blue, assistant principal and hearing officer said, "he [Shelton] made it perfectly clear that it was an accident on both students' parts and both students used poor judgment that resulted in the accident. We thought both parties were culpable to a certain extent and if certain things had not happened, the results that did occur wouldn't have occurred."

Junior Antoinette Hodge, who is not in Lawlor's class, was disappointed upon hearing about the incident. "Mr. Shelton's real cool. It wasn't really an accident to me, because if you fight somebody you can avoid hitting the teacher," she said.

Shelton's main concern is that students realize that, "small things can cause serious consequences."

Investigation into assault over

ASSAULT FROM PAGE 1

at 3:30, I'm going to rape and kill you.' "

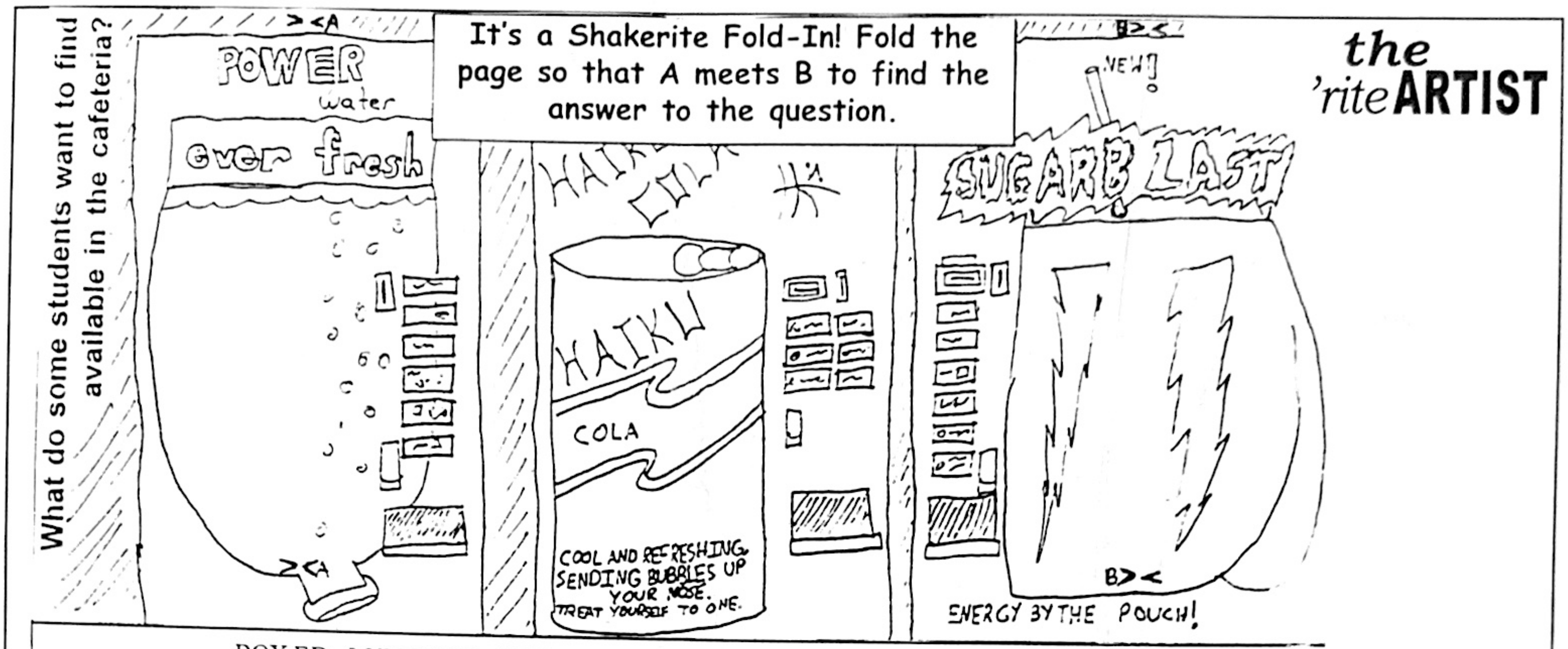
Principal Michael Griffith said that the administration worked to make the male student's return to school a smooth one. "It was important for us to create space at the time and keep the two students apart. I think the decisions we made were what we had to do, and we took careful steps not to be judgmental in either case," he said.

Police Chief Walter Ugrinic said the boy could not have been in the bathroom at the time of the incident. A teacher and two other students have said that they were with him during the time, and he has passed a polygraph test, Ugrinic added.

the 'rite ARTIST

What do some students want to find available in the cafeteria?

It's a Shakerite Fold-In! Fold the page so that A meets B to find the answer to the question.



BOXED LUNCHES ARE IN DANGER. STUDENTS NO LONGER BRING GOOD, NUTRITIOUS MEALS TO SCHOOL BECAUSE EVERYBODY LOVES THE VENDING MACHINES.

Rick Jennings • THE SHAKERITE

Administration's response to assault allegation appropriate, appreciated

the 'rite IDEAS

The situation involving the March 12 bathroom assault is not over and the facts are still in question.

The administration has been questioned and criticized for taking the freshman girl's claim so seriously.

Regardless of what the actual events of March 12 were, the administration should be praised for its swift and decisive reaction to the event.

It is rare that the Shaker administration lets the greater school community know what is going on behind closed doors.

Regardless of the district's motive for the letter to parents summarizing the event (would it have been sent had Channel 3 news not broadcast the story?), the communication was appropriate and welcomed. School officials called the police and removed the suspect.

Although police have dismissed the investigation, any claim of assault must be taken seriously. Administrators reacted professionally and appropriately.

Last November, another bathroom incident involving an alleged drug deal and a physical altercation led to serious injury.

Speculation and fear prevailed in lieu of official comment. We're glad students as well as parents were kept in the loop this time.

It is rare that Shaker lets the greater school community know what is going on behind closed doors.

Some Shaker students dress for 'work' instead of school

- A firm dress code policy would solve the problem.

Year after year, spring arrives, teachers and administrators bring up the dress code, and the issue just as routinely fades away, unresolved. The result of all this indecision? Students frolicking through the halls in slight, scant clothing.

The problem arises when heat and humidity reclassify jeans and T-shirts as cruel and unusual punishment.

While some students bear the heat, others take advantage of the weather as a chance to dress in nothing more than butt-hugging, three-inch shorts and a washcloth on a string.

Students get away with these choices because of the school's mysterious dress code. Such dress should not be tolerated in a learning environment, but enforcing that expectation is made impossible because of the administration's unwillingness to take a stand. Without a uniform standard, teachers are forced to interpret dress on their own.

In a given day, a student could face seven different reactions from teachers and still other responses from assistant principals. The mixed signals are sent, year after year.

The longer indecision prevails, the less chance there is that students will ever take any dress code seriously. Administrators must send a message: if you aren't dressed appropriately, you will face consequences.

Educators should not have to waste the first five minutes of class admonishing students for their unfortunate choice of dress.

With the arrival of a meaningful dress code, students will stop wearing inappropriate clothing to school, making the policy a lot easier to enforce and helping the school to look less like a brothel and more like a learning environment.

Educators should not have to waste the first five minutes of class admonishing students for their unfortunate choice of dress.

The Rite Idea represents the editorial voice of The Shakerite. Editorials are written and chosen by a majority vote of the members of the editorial board. Members are denoted in the staff box.

letters to the EDITOR

Students for God posters betray group's true purpose -- promoting Christianity

To the editor:

As a student at Shaker Heights High School, I am daily confronted with many posters and fliers that adorn the school hallways. Far from being annoyed at this massive quantity of paper promoting various clubs, sports and events, I am instead reminded of how lucky I am to have a school that can provide so many activities. Shaker's diversity is reflected in its huge variety of clubs. There is something for everyone. However, there does come a point when trying to cater to every interest goes too far. Case in point: Students for God.

Students for God is a supposedly nondenominational club comprising students who believe in God. According to them, students of all religions are welcome to "come and fellowship." These words are accompanied on a poster by a picture of a book, a bird and a cross. That cross has a clear association with Christianity and gives one a very strong impression that the club does as well.

The second Students for God poster is even more offensive then the one depicting the cross. In this poster, a picture of Uncle Sam is accompanied by the caption, "Uncle Sam wants you to join Students 4 God." Uncle Sam is a national figure, a universal symbol of America and patriotism. The poster imitates those for a national defense force, where the caption reads, "Uncle Sam wants you for the U.S Army." The fact that this club appropriated a national symbol as a slogan and used it to promote religion is appalling. The poster in question implies that to be a good American you should join Students for God. America advocates no such thing and especially at a time when patriotism is so high in this country, to even suggest that it does is completely out of line.

The real problem with the Students for God club is not that it deals with religion, but that it promotes religion. The cross, the Uncle Sam and the slogan encourage Shaker students to believe in God (Jesus in particular), and they attempt to associate American values with religion. They are, in effect, proselytizing. Here in the United States of America, there is supposed to be a separation of church and state. A club in a public school that promotes Christianity, or for that matter any religion, does not adhere to that law. There is a reason why creationism is no longer taught, and why there are no longer mandatory prayer meetings every morning. There is absolutely nothing wrong with believing in God, just with promoting it in a public school.

A club promoting belief in God, and specifically in Jesus, has no place at Shaker High. It alienates students who do not believe in God, or who do not believe in the same God which the club does. Shaker Heights is a state-funded school, and there is a law for separation of church and state. A religious organization has no right to lay claim to the support of America or Shaker Heights High School. Students for God should be dissolved.

Shira Polster

Story on school IDs one sided work

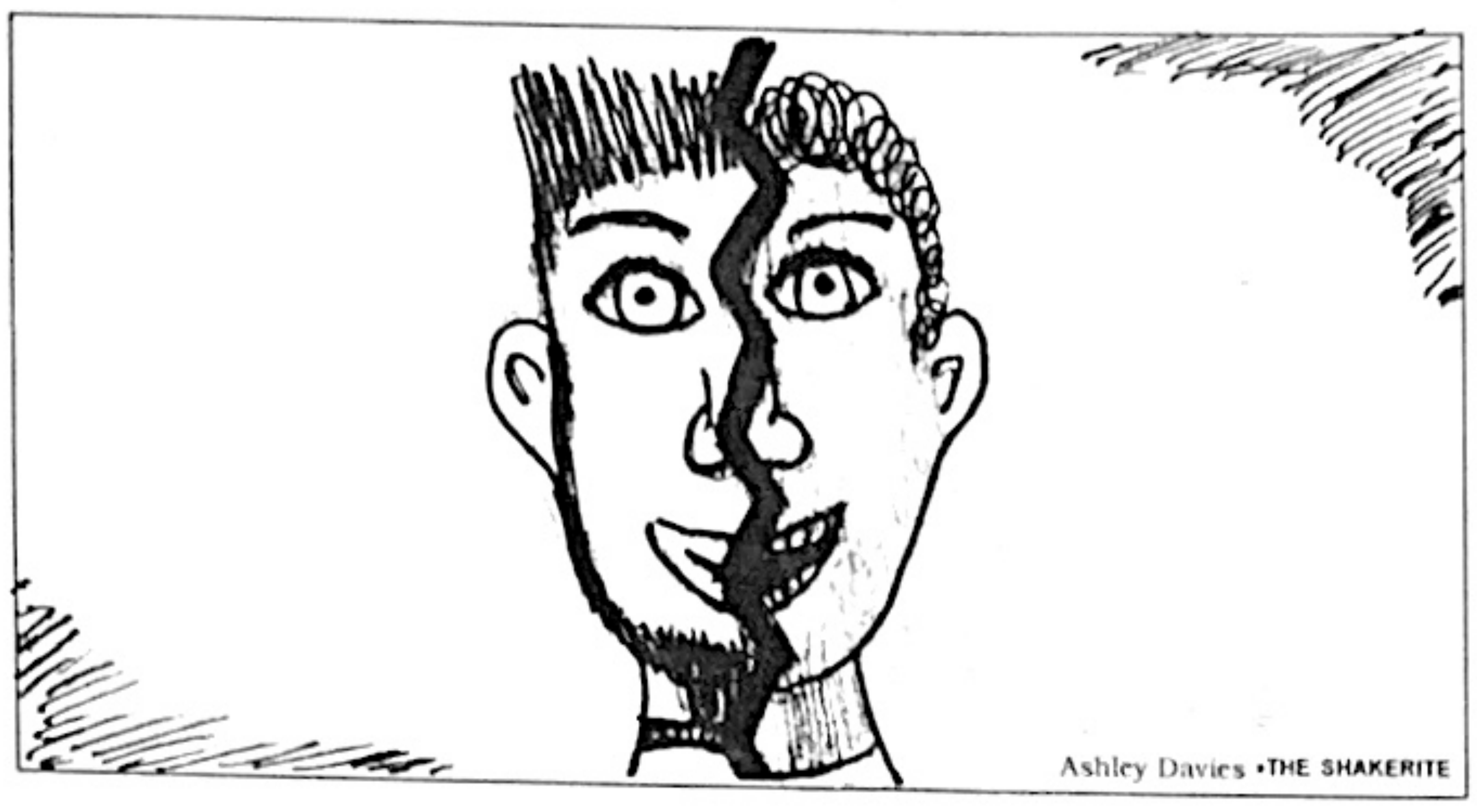
To the editor:

I felt that Dan Barach's March 2002 article "School IDs Have Many Unfortunate Side Effects" was rather misguided. Regardless as to whether the use of ID cards by teachers and students is unfair, unnecessary, and "represent(s) the loss of our freedom," the rationale Mr. Barach uses to support his thesis borders on ridiculous. One such example would be in his musings on whether, if such "stringent" policies continue, the school will still have an open campus by the time his brother, currently in sixth grade, is a senior. That is, six years from now. It is impossible to gauge whether or not SHHS will have lost that particular right by then; six years is, in High School years, like more than a decade in normal years. And just as the turn of a decade can bring inestimable political and social change, or hardly any at all, the same goes for six years in a high school administration.

Another point that struck me was that the positive aspects of School IDs were completely overlooked. Mr. Barach mentions the Administration's pro-ID position is explained as protection of student safety, and then goes on to decry this as ineffectual in any case, citing the recent sexual assault case in a woman's bathroom and saying that IDs did nothing to prevent it. Mr Barach seems to believe that when the administration said IDs are being used to increase school safety, they mean that. In any case of violent emergency, to flash a school ID card in the face of the assailant would guarantee one instant haven. In my opinion, what the administration meant by ID cards increasing school safety was that IDs would better show who belongs in the school, and who is trespassing on school property, possibly with violent intent. This already decreases the likelihood of violence on school grounds. And in any case, I don't find the use of IDs to be too "stringent". I do not feel it limits our freedom as students to any substantial extent.

Rebecca Hoover

Color blind student looks past race when choosing friends



Ashley Davies •THE SHAKERITE

By Ashley Davies
Opinion Editor

Since this is my last article, I thought that maybe I should have something memorable to say, something students in this school could remember forever. Then I remembered how few people actually read my articles, and it didn't help that I had nothing too profound to say.

I began to think of all of the personal experiences that I've gone through here, but still no luck. So, when staring down writer's block, what better thing to do than open up a copy of The Shakerite for inspiration. And there it was, the "Why Can't We Be Friends?" centerpiece.

So I got to thinking. I have been blessed these past four years with great friends. Black, white or Oompalumpa, it didn't matter, I never thought of them as black or white, just as friends.

But as I continued to read the story, I realized that many people at Shaker are missing out on so many friendships because they want to hang around people who are "like" them, meaning their same race.

When choosing friends, comfort plays a big role. However, one shouldn't be so quick to assume that skin color guarantees comfort; you may just miss out on a friend or soul mate because they aren't "like" you. People say that race shouldn't matter, but then over-emphasize it in their own lives. People have become color conscious when I thought we were supposed to be color blind and able to look at each other as equals, not as equals of different races. Shaker's diversity is an accomplishment many schools and institutions can only dream of. Some might say that is won't be enough until every student agrees to sit at a diverse lunch table and fill their quota for having friends of different races, but it's a start, right?

I know we still have problems with race relations and that there is still work to be done, but it really doesn't seem that all of the segregation is intentional.

I'm not saying that we all have to be friends, sometimes you can't help having more friends of one race than of another. However, if you think, "I don't want to be friends with that person because he's white," there is something very wrong with you. Keep an open mind and you might just learn a thing or two from someone you would least expect.

So as a last hurrah (not as a Editor, but as a student), I say that we can be friends because we already are — no matter what door we use or where we sit at lunch. Peace out!

Understanding history shines light on Middle Eastern conflict

By Meryl Kramer
Editor in Chief

As the Israeli Defense Soldiers bounded down the aisle of the small auditorium, the various teachers and students who showed up to hear them speak were on their feet applauding.

I stood too, but I was holding my breath and could barely feel my hands let alone put them together to clap.

The media's negative portrayal of Israel has made many people view the Jewish state as the evil aggressor. I was extremely nervous that the assembled students and teachers held these negative views and would take their beliefs out on the soldiers by asking unfair questions.

I was afraid that the crowd would think the soldiers were brainwashed, subject to propaganda and biased because I too have been accused of being those things.

Today I hold strong views on the current conflict and continue to question both sides.

However, missing from nearly every news account of the Arab-Israeli conflict is the history of the Middle East. That history defines my view, and, if widely known, would help people better understand the issue.

The main point people should know is that Israel is the only country in the world to give Palestinians a chance to have their own state. Before 1920, there was no Israel, no Jordan, no Syria, no Saudi Arabia. The Middle East was comprised of territories that were occupied by Britain and France. One area that the British were responsible for dividing up was called Palestine — where Israel, Jordan and parts of Syria and Egypt are today.

Britain agreed to create one Jewish country, and Israel was formed on land populated mostly by Jews. After Israel was created, Arabs living there faced the same decision Jews encountered previously — Arabs could either become citizens of a new state or leave. Jews also had the opportunity to either stay or leave in many Arab countries that were established, however, many were expelled by force.

The Arabs who left Israel willingly are known today as Palestinian refugees and they moved to what's known as the West Bank, an area controlled by Jordan for 20 years following Israel's independence. However, these Palestinians were never taken in by Jordan and re-settled.

With constant attacks, Israel is correct in seeking out the terrorists among the Palestinians, just as America is doing right now in Afghanistan. The soldiers coming to Shaker reinforced my faith in the current Israeli government.

I ask that everyone have the knowledge about the Middle East before they begin to form opinions on the current situation. The soldiers coming to Shaker reinforced my faith in the current Israeli government.

High school is on the downswing

• Heading out the door, an honest reflection on four years

By Rob Rains
Opinion Editor

I'm jumping, 'cause this ship is sinking fast. Things have changed immensely since I set foot into the high school for the first time on that muggy August day in 1998.

Back then, freshmen respected seniors, even feared them, although to a lesser extent, and the social hierarchy of the high school was still in working order.

No underclassmen would dare set foot into the senior lounge, fights were few and far between, and overall student bellicosity seemed to be lower.

Students still spoke to teachers with some respect and never even considered the audacious acts that now occur regularly. I once got a kick out of a classmate's violent outburst last year during my English class. The student, a junior, overturned several desks and smashed a flowerpot en route to being removed from the class. Now I try not to think about it, or make eye contact with the seedy individuals who now make up a larger percentage of our hallway traffic than ever before.

I have watched with disdain as morale and order have deteriorated to the point where I worry about what school my sister will return to next fall. She still has several years left before she can escape, and while Shaker has always been notorious for its academic challenges, the most difficult thing about our school now is showing up every day.

I see a cafeteria that often resembles a prison chow hall, complete with a vast array of questionable people. I see more nefarious activity in the hallways than ever before; fights are omnipresent and security is docile. It doesn't feel like Shaker Heights High School anymore.

While lewd chants were always prominent at hockey games, four years ago they were directed at the rival team, and violence never broke out among Shaker students or parents like it did at the Bowling Green game earlier this year.

The new crop of students stand for nothing, as one school administrator admitted to me in private. Pagers and cellular phones ring defiantly in the halls, with little to no regard for a school code that up until last year still held some clout.

The test scores can say whatever they want, the school can continue to receive praise for "diversity" and the accolades can keep coming, but this school has changed from when I first arrived and my departure cannot come soon enough.

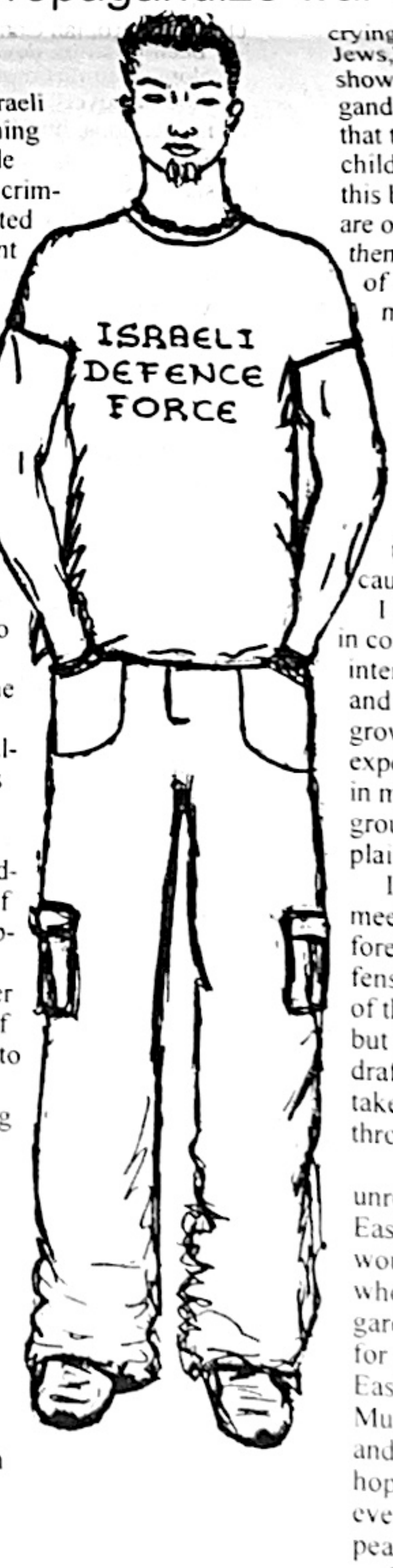
I will not depart however without some good memories. Like the parties I threw sophomore year, or all the laughs I had with my teammates this season and I will never forget going out to the front lawn on warm days to eat lunch with my friends.

Unfortunately my best experiences have been diluted by the actions of a sophomoric bunch emerging at Shaker high school: sophomoric is defined by the dictionary as "immature." Take it easy Shaker.

I have watched with disdain as morale and order have deteriorated to the point where I worry about what school my sister will return to next fall.

Israeli soldiers propagandize war with Palestine

By Kyan Safavi
Staff Reporter



Nora Hoxha•THE SHAKERITE

Being face-to-face with an Israeli Defense Force soldier is something that can instill fear, hope or pride within a person. Three massive crimson stars, outlined in black, dotted the shoulder straps of Lieutenant Colonel Yossi Satmas of the Israeli Defense Force. Next to the stars and tightly tucked in the olive-colored uniform was a bright green beret with the letters "IDF" emblazoned on it. The brown boots he wore were firmly strapped and exposed to the shins. Then, barely showing through the buttons on his shirt, yet radiantly reflecting light off of its crystal exterior so that you had to squint to get the image in focus was an unmistakable symbol—the Star of David.

As a firm supporter of the Palestinian cause (not killing), it was difficult to sit in a chair just a few feet from the soldiers who have made orphans out of children, widows out of women, corpses out of men, and, no doubt, suicide bombers out of desperate individuals. From my standpoint, as a teenager brought up with a strong sense of justice for the Middle East, I had to shift in my chair and grind my teeth more than a few times during Satmas' speech.

Satmas is not to blame for his biases, but like many other individuals from Israel to Shaker Heights, he must open his mind marred in ignorance.

Palestinians are not bloodthirsty savages looking to make target practice of Jewish children. To say such a thing would be an insult and a black mark on the rich culture and tradition of the Palestinians. Satmas showed a seven-minute "motivational" video on the "truth" of the conflict in the Middle East. Palestinian children pumping machine guns in the air, crying, "My mission is to kill the Jews," was the unfair message shown in this video full of propaganda. The sad truth of the matter is that there are groups of Palestinian children, teenagers and adults with this bigotry in their brains. Yet they are only a small group — many of them with direct links to the carnage of the conflict who have seen their mothers, fathers, or brothers and sisters annihilated in the crossfire. To show a video of these victims-turned-fanatics again and again without rest reveals a blatant attempt to distort a people. All of these thoughts flew like electricity through my mind. Then, I caught myself.

I realized that there was no point in coming to hear the soldiers if all I intended to do was close my eyes and shut my ears. It would not be a growing experience or a learning experience if I just slumped down in my chair, bowed my head, and ground my teeth as the soldier explained his views.

I gained one thing from the meeting that I had never felt before. I gained a respect for the Defense Force Soldiers, not because of their ideology or their actions, but for their personal hardships as drafted soldiers who have been taken out of high school and thrown into a pool of blood.

To offer a solution to the unremitting conflict in the Middle East in a few short sentences would be disrespectful to those who have died there and disregarding to those who have strove for peace. Those in the Middle East, — Arabs, Jews, Palestinians, Muslims, Israelis, Druzs, Christians and others — must simply keep hope alive and strive to wake up everyday with a renewed vigor for peace.

It was the great British statesman Sir Winston Churchill who once said, "If you're going through hell, keep going."

Environmental problems overlooked by Bush

By Will Bostwick
Photo Editor

Most Americans, captivated by the war overseas, are oblivious to the Bush administration's attack on the environment at home. Even though the battles of this conflict are waged on public lands, it's no surprise that the general populace is unaware of their outcomes.

Proposals to drill for oil in the Arctic National Wildlife Refuge and other public lands throughout the nation obviously benefit the oil and gas industry. Oddly enough, 75 per cent of political contributions made by corporations in this field went to the Republican Party.

Recently Bush abandoned a plan to lower the amount of arsenic found in drinking water. This poisonous chemical is a common by-product of mining operations. Again, this decision seems influenced by private corporations, namely the mining industry, which donated more than $5 million to the Bush campaign.

Off-road vehicles are extremely destructive to sensitive lands. They tear up fragile ecosystems and cause air pollution. A Clinton-era policy to restrict the use of these machines in national parks has fallen apart in the hands of President Bush and his support of private interests at the expense of public lands.

In Yellowstone National Park, Bush dismissed a Clinton plan to eliminate snowmobile use. This rejection of a public approach to conservation greatly pleased private snowmobile manufacturers and dealers in the area who hope to keep their businesses running. Under pressure from local organizations in southern California, Bush again departed from sound environmental policy when he reopened 50,000 acres of public land to the use of dune buggies.

When an ecological catastrophe seems imminent through the proliferation of loose environmental protection laws and immensely destructive off-road vehicles, a unified approach to defense is of the utmost importance. Unfortunately president Bush seeks only to keep private organizations happy, even if it means supporting the devastation of public lands.

Reality TV trends are degrading women

By Leah Hitchens
Staff Reporter

The world of so-called reality TV has not begun to diminish since the first episode of "Survivor" and now seems to be exploiting the catty and competitive aspects of females in dating circumstances. They flaunt themselves mercilessly and abandon every ounce of dignity for a given man to choose them over their female competitors.

But now, new to the reality wasteland is "The Bachelor." The point of this pitifully put together show is for the selected bachelor, who starts off with 25 women, to date them all and then eliminate them, ultimately deciding whom he will marry and share his life (and costal mansion) with. The 25 are first cut to 15, then to eight, then four, then one by one until he — by his personal process of elimination— has chosen his wife.

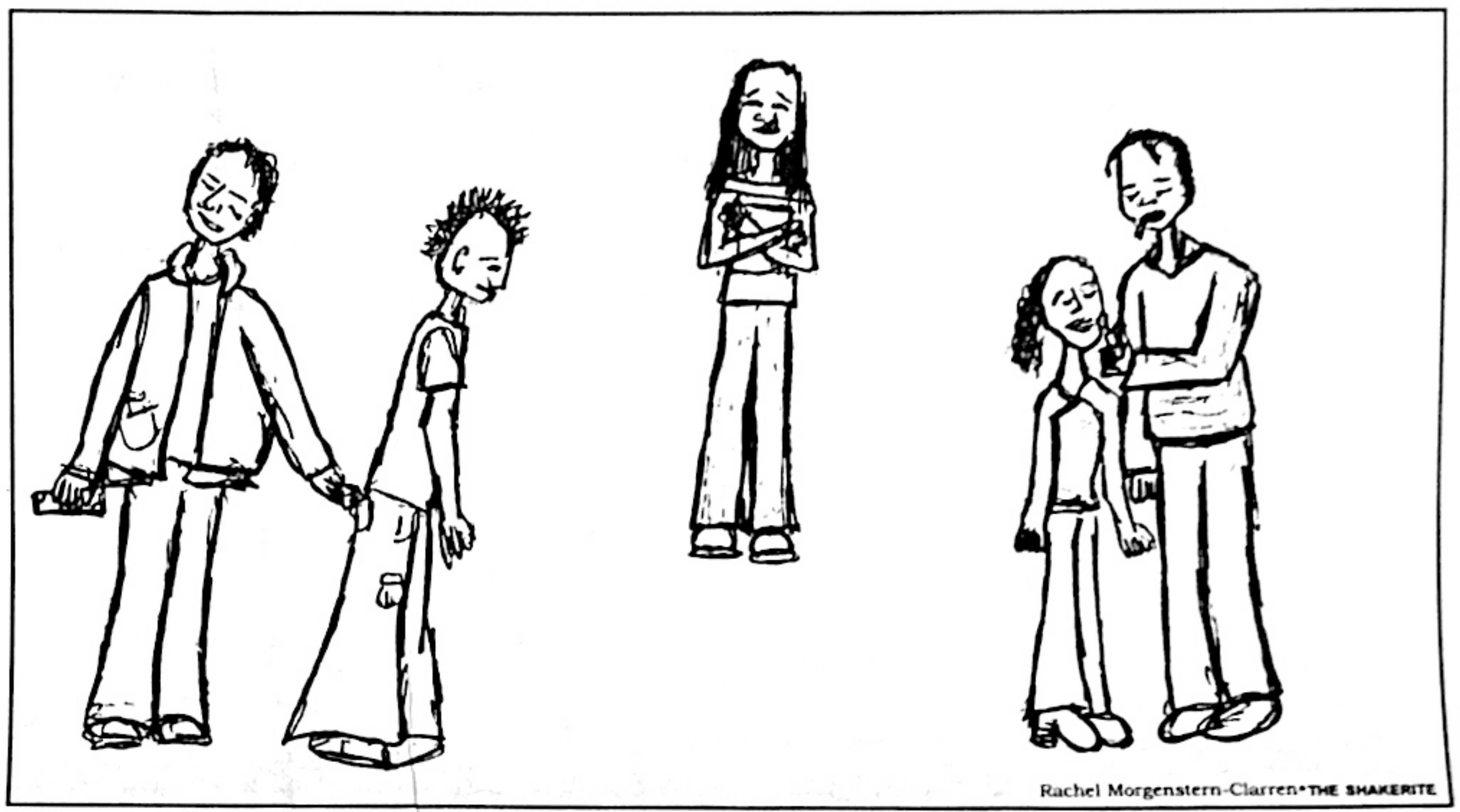
In one episode, one of the women who was cut, Brenda, is so discouraged by the bachelor's choice to dump her that while being interviewed outside she complains about not being able to breathe.

At this point an ambulance is called, and when the EMS arrive, one of the men informs her, "Brenda, you're not having and asthma attack, you're having an anxiety attack."

There is no question that this show was produced to capitalize on single women as overemotional and only capable of competition when it comes to a man. Is it always a race to marry the well-off Harvard graduate, at any expense?

The media and society are quick to put women in positions such as this. To them, our emotions aren't viewed as half as valuable. In the old days of courtship, it used to be the gentlemen trying to win the ladies.

These days, only the opposite seems to be acceptable. I mean, seriously, who would tune in to watch a horde of sorry men competing ruthlessly to win some woman's affection on national TV?



Rachel Morgenstern-Clarren•THE SHAKERITE

Catholic church needs to rethink many of its policies

By Dan Barach
Staff Reporter

In the past few months, the hierarchy of the Roman Catholic Church has been beset by development after development in its most recent scandal - the discovery that in many different locations, hundreds of children have been sexually abused by priests, and even worse, that in many cases the officials to whom the priests answered knew of their priests' crimes and did nothing.

As a result, the Church is facing attacks from authorities, and it is also dealing with many parents aghast that the Church could allow its youngest charges to be harmed. To this end, I propose two solutions that are not cure-alls but may solve some of the problem in assuring that this never happens again.

Firstly, I propose that the Church drop the vow of celibacy (lifelong abstinence from sexual relations of any kind) for its clergy. This will not serve in any way as a preventative measure against molesters or potential molesters already within the ranks of the church. In the U.S. alone, though, statistics in "Time" magazine show that more priests are older than 90, rather than younger than 30. However, there are a paltry 1,300 priests in training in the country now -- not nearly enough to take up that slack. If celibacy is dropped, then many more men are likely to become priests, not only bolstering the power of the Church, but reducing proportionally the number of potential molesters in the ranks.

Secondly, I propose that the Church conduct a thorough examination of itself. The Church is supposed to act as a nourishing, benevolent mother, as humanity's bridge between the earthly and the divine. Right now, though, the Church is acting as a corporation under fire for some faulty product that they are loath to admit is bad. As one priest after another resigns or is suspended from the ranks, the cardinals are simply trying to cover their behinds, and that of their Church.

Pope John Paul II himself, an internationally renowned moralist, was until now reluctant to do anything more than discuss the scandal in passing in his yearly letter to priests on Easter. He has recently convened a conference of cardinals at the Vatican, where he publicly decried the scandal, but it seemed that he only called the conference when it became clear to him that the scandal threatened the stability of the church. The need for change is imperative, or the Church will be failing in its responsibility to the world's nearly 1 billion Catholics.

If celibacy is dropped, then many more men are likely to become priests.

Americans must cogitate strategies when faced with adversity

By Jeff Greenwald
Sports Editor

A single, 13-year-old girl dies from a freak accident, an event less likely to occur than winning the lottery, and the entire nation seems to overreact to the event.

On March 16 Brittanie Cecil was struck in the left temple by a hockey puck that was struck by Espen Knutsen, a member of the Columbus Blue Jackets of the National Hockey League. Cecil died two days later as a result of blocked arteries caused by the blow. It was the first time in the 84-year history of the league that a fan had been killed.

Despite the seemingly improbable nature of the accident, the American public and press began to conceive ways in which a similar occurrence could be prevented. The logical answer seemed to be to put a net around the arena to protect fans, but in reality it makes little sense.

One girl was killed in a sport that, over its history, has had an unimaginable number of spectators. Maybe a few people will be saved from a fate similar to Cecil's by putting up a net to protect the fans. However, the untimely death of one American does not warrant such backlash from within the country. The event was the lead story on most 11 p.m. news programs for two days and appeared in and on virtually every magazine, newspaper and radio show.

This overly dramatic response has occurred not only as a result of this event, but many others that have recently transpired. Americans have developed an obsessive belief that they can prevent, fix or stop anything they desire. Even large and important events seem to be uncontrollably exaggerated by American culture.

The incident at Columbine High School resulted in a media frenzy that disgraced all of the deceased and shed the national spotlight on an isolated incident that quickly became part of everyday life. People began to identify fanatical ways by which an "at risk student" could be identified. The FBI developed warning signs and additional protection measures for schools. Americans thought they could prevent any more school shootings by taking these precautions.

However, there is no magic formula by which an "at-risk student" can be recognized. There were signs at Columbine, but other school shootings have appeared without a single indication. Also, any increased security measures are ridiculous. If someone wanted to kill his classmates, that student could almost certainly enter any school in the country and do so.

This situation has happened in only a handful of schools, but is distorted so that it seems it is an everyday occurrence across America. This exaggeration has only succeeded in causing people to worry about a risk that is so small it almost does not exist.

Sept. 11 and its repercussions have caused an even greater panic in America. Everyone who appears Arab is scrutinized as a possible terrorist. We are waging a war against intangible foes that are so elusive, the greatest country in the world cannot find all of them.

The federal government has launched a color-code system that identifies the risk of a terrorist attack, and airports are being patrolled by National Guardsmen who do little else than stand with their guns in holsters, appearing to be useful.

The public needs to develop a keener sense of the difference between preparation and overcompensation.

Preparation is training security personnel at airports in more advanced bomb-detecting techniques. Overcompensation is the National Guard at the airport; no one is going to announce she is a terrorist or run through a security checkpoint and attempt an attack.

Americans have developed a need to circumvent death in any way possible, but they do not realize that there will always be something that they cannot avert.

The hasty measures installed after such incidents are often ill-advised and do little more than falsely boost the public's confidence.

True solutions to these problems can only be developed over time, if a solution is warranted at all.

Inevitably, the frenzy slowly dies and the precipitating events become little more then unpleasant memories in the minds of many.

People have developed a need to circumvent death in any way possible, but they do not realize that there will always be something that they cannot avert.

CHEATING the SYSTEM

Cliffs Notes or your notes?

By Chris Martin
Staff Reporter

Did little Ronald do his reading last night? If he is like many of Shaker's students he probably did not. With the abundance of resources such as Cliffs Notes, Spark Notes, Barron's Book Notes and Pink Monkey Notes many students no longer feel the need to actually read the books they were assigned in class. But is it cheating to use these added resources or are they a legitimate substitute?

"It's cheating if you don't read the book because you miss out on the literary experience," junior Micah Ariel said.

Some students seem to think there isn't enough time to read the full texts and that Cliffs Notes are simply helpful guides.

"I use Cliffs Notes in place of reading because I don't have time to read the entire book," junior Trevor Hackett said.

Time constraints are not the only reason why students turn to Cliffs Notes. Freshman Seth Davis finds that these notes are essential when reading advanced works like Shakespeare.

"It helps you out a lot," Davis said. "If they're going to sell it in the store, it's not cheating. I used Cliffs Notes for 'Romeo and Juliet.' When it's from another time period, you can't understand what they're saying."

Then there are students who forgo reading the books altogether because they feel that these study tools provide them with enough information to get by. "I haven't read a book assigned to me in its entirety since the sixth grade," sophomore Nicole Holley said. "Spark Notes are a gift, to say the least."

However, although English teachers agree that these study aides are helpful for adding insight to students, they are quick to mention the danger in relying too heavily on them.

"They can be one of many instructive voices. However, it does not give students the reading experiences. It totally skips style, emotional involvement and imagination," English teacher Lee Hart said.

English teacher Cathy Lawlor sees her students using such sources as Cliffs Notes and, despite their benefits, is well aware of their faults. "What happens is that even well-intentioned students use them thinking that they will just use them every once in awhile. But then they fall behind and substitute them for real books. It's hard for students to stay true to just using them as a supplement, rather than taking place of a text," she said.

Junior Sharmayne Freeman empathizes with the need to use these notes. "I have AP English this year and the stories we read are complicated so I do use Cliffs Notes," she said. However, she agrees with Lawlor's warning. "The thing that gets people in trouble is that they read Cliffs' Notes in place of the book."

CHEATERS NEVER PROSPER

•Except when they're your parents

By Katie Glass
Staff Reporter

Sure it's normal for teenagers to look around during a math test or to copy someone else's history worksheet during lunch. Cheating is very common and rather extensive, but surely today's youth couldn't have come up with all these clever methods on their own. The practice must have been around for a while.

Does that mean our parents cheated, too?

"I know my parents cheated in high school," sophomore Colleen Williams said. "My dad has told me so many stories about all the ways he used to cheat. I mean, he used cheat sheets and copied off the people around him, just like us."

According to a University of Michigan study, 75 to 80 percent of high school and college students admitted to cheating from time to time.

> **"Kids today don't see anything wrong with cheating, and get defensive when questioned about it."**
>
> 1974 Shaker graduate

Cheating methods students use today are mostly offshoots of older techniques. With the help of new technology, however, students have concocted new ones. Old ways to cheat include using cheat sheets, using old tests and exchanging information about tests with friends. All of these are still common today, along with the added advantages of the Internet, Cliffs Notes and graphing calculators. The Internet has an abundance of cheating websites, offering essays on every topic imaginable. Graphing calculators can be programmed to house formulas and notes.

"People put formulas in their calculators, and I would, too, but someone stole mine," sophomore Erika Leibovitch said.

Students have the perception that teachers and principals were very strict about cheating back then. A common stereotype that accompanies these rumors involves the use of the notorious paddle.

"I bet they got beat when they cheated," junior Annie Elliot said.

However, some old-school cheaters say they received punishments not unlike those students face today. Marci Cohen ('73) had a friend who was caught cheating on a test, and her teacher gave her a second chance to take the test.

A 1974 Shaker graduate who requested anonymity said the worst consequence for cheating came not from teachers but from peers.

"The disapproval from peers was a major deterrent, especially if you were caught. You would be ashamed," said the alumnus, who is now a high school teacher. "Kids today don't see anything wrong withcheating, and get defensive when questioned about it.

"Students have no compunction about copying or just using someone else's homework," he said. "My kids don't see what's wrong with cheating either. The least amount of work, the better."

Despite what students believe, many teachers say they do not tolerate cheating.

"I'll take the cheat sheet away, and what happens at that point depends on how far into the test they are," Latin teacher Jane Ulrich said. "If it's later on in the test, I will just give them a zero."

When biology teacher Mui Lee sees students cheating, she tries to teach them a valuable lesson. "I sometimes see students cheating while doing homework," she said. "I try to explain the importance of learning from homework, and not to just copy from their friends."

Although many students admit to cheating, others, like sophomore Alix Schrager, find it offensive. "I hate cheating. It's pointless. Some people spend more time planning who to cheat off of rather than just taking an hour to study."

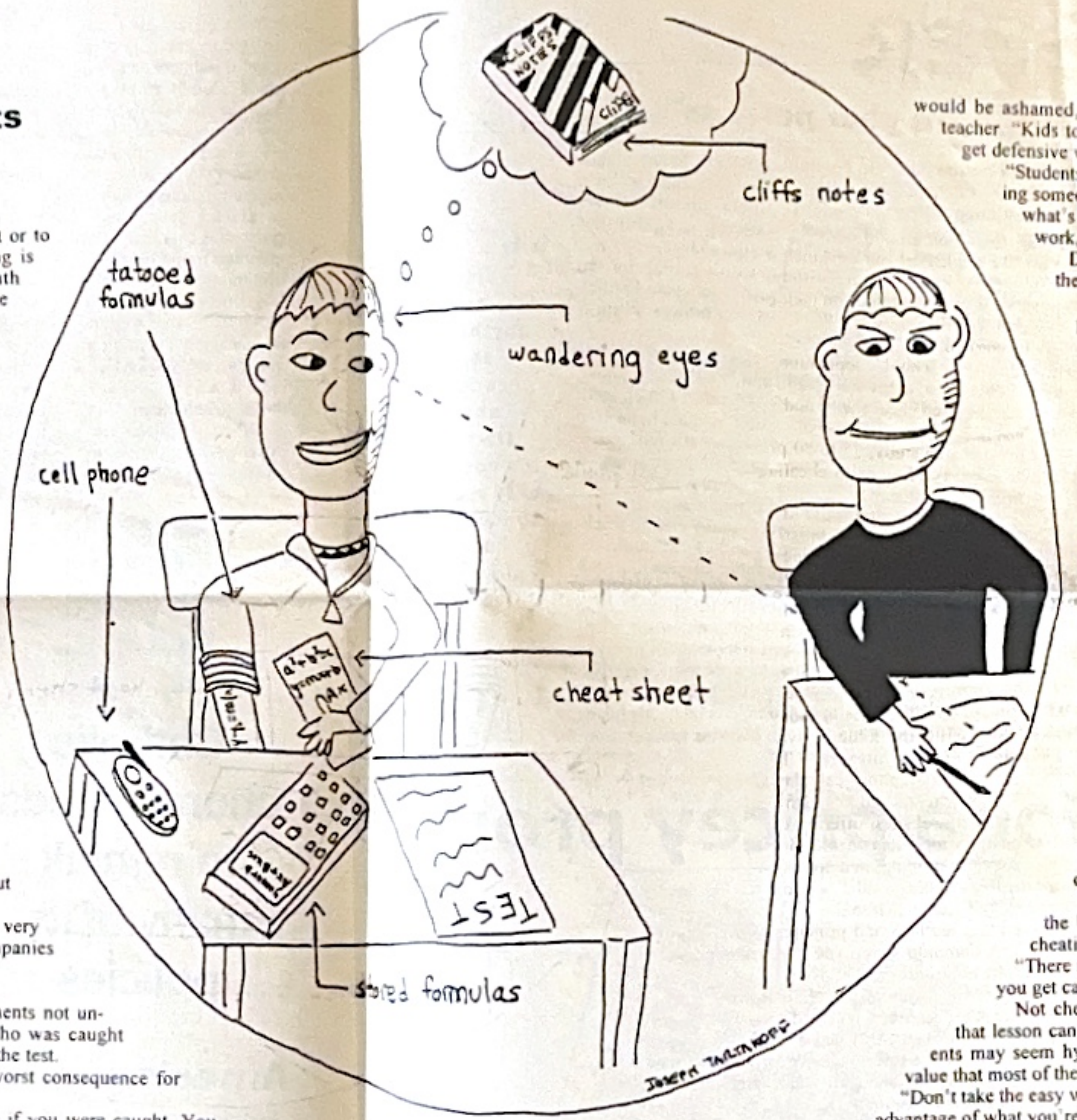
George Krohn ('61) said that in his day, copying people's homework and papers was much more common than cheating on tests. "Cheating wasn't very prevalent back then," he said.

History teacher Tim Mitchell said that increased cheating in school is a result of the heavy burden of competition between classmates. "We didn't have to work as hard or as much as you [Shaker students]. There was less inclination to cheat," Mitchell said.

Cheating is not just an issue at Shaker, or just in the U.S. Junior exchange student Tina Nolte said that cheating is prevalent at her school in Germany as well. "There is much more cheating in Germany than here. But if you get caught, you get an F," she said.

Not cheating is a lesson best taught young. But teaching that lesson can be tough if you were once a cheater yourself. Parents may seem hypocritical, but being honest and not cheating is a value that most of them want us to have.

"Don't take the easy way out," said Cohen, the 1973 graduate. "Take advantage of what you're being offered. Don't cheat yourself."



	COPY Homework	REUSE Essays	USE Cheat sheets
Teachers What would you do if you saw a student . . .	"I take away the homework paper from which they are copying. Sometimes they get it back at the end of the period, and sometimes they don't." - **Jane Ulrich, Latin teacher**	"I would tell them that they have a zero and if it happens again, there will be more serious consequences. I remind them that if they plagiarize in college that they can lose credit for the course or be expelled." - **Dana Noble, English teacher**	"I go up to the student and I take the test and cheat sheet away. Then I have a conference with that student after school." - **Bernadette Thoennes, Spanish teacher**
Students Do you think it's OK to . . .	"It's better to copy it now and get your points and then learn it later." - **Brian Wood, freshman** "Homework is fascist." - **BJ Steiner, senior** "You should do your own work. I don't copy, so I don't think other people should do it either." - **Chanell Elston, freshman**	"I think that it's really wrong to copy essays because it's not your work." - **Sherrell Turner, junior** I think it's ok because if your ideas agree with the essay's ideas that you're going to copy, then go for it! As long as you don't get caught." - **Nichelle Joyner, junior**	"Homework is one thing, but on a test you should do your own work. Although I still do it."- **Suzie Keenan, senior** "If you're going to get an F anyway, you might as well take a chance and cheat." - **John Mahone, freshman** "No, because not everyone gets to use them, so it's unfair." - **Moira O'Neill, freshman**

I am a cheater

One very talented trickster shares his tips for cheating your way through high school. This senior has all of the answers -and they aren't even written on his hand!

Throughout high school, there have been many times which I have been unprepared for tests. As a result, I have learned many ways to get around being prepared. Here are just a few things that either my friends or I have tried with great success:

- Getting work from students of years past is one of the easiest ways to cheat. Papers, tests, quizzes, homework and even foreign language notebooks are very helpful, and since teachers usually give the same tests and assignments each year, this usually works well.
- But, if option #1 does not work, you can always just wait to take the test later and find out the answers from other people. This is simple but very effective.
- Hats, watches, glasses cases and calculator covers all have something in common: you can leave them all on your desk during a test and they all can hide cheat sheets very well.
- Then there is the "Who Wants to be a Millionaire"-inspired "phone a friend." Cell phones work in bathrooms and someone outside of class is bound to know the answer to that difficult test question. So call and ask.

Sorry teachers, cheating has evolved to become much more than copying!

Teachers: life beyond the classroom

By Becca Bonthius
and Anna Hutt
Staff Reporters

No, your teachers haven't always spent Friday nights cooking up ways to torture you with Monday morning pop quizzes.

After graduating from the University of Akron, English teacher Dana Noble planned to travel with friends to France, but when his group was unable to pay, Noble went alone to tour for a few weeks.

"I left in September and was surprised to discover that I returned in June," Noble said. Enjoying himself in Europe, he decided to get a job as a migrant worker. He picked grapes in France and oranges in Italy.

"I was constantly making friends and traveling with people who became my friends," he said, adding that he later spent time in Greece, Turkey, Iran, Afghanistan, Pakistan and Nepal, among other countries.

He recalls one time in Afghanistan when he was surprised to see buses pull over to the side of the road at dusk so the passengers could get out and pray.

Noble is not the only Shaker teacher to have experiences abroad. After graduating from the University of Michigan, English teacher Elizabeth Colquitt joined the Peace Corps. Colquitt spent two years teaching English to Yemenese people.

"I liked living in such a different place. [Yemen] is incredibly, incredibly different from here," Colquitt said, who looks back on the experience positively. On the lookout for even more unique experiences, closer to home, Colquitt took up ice hockey three years ago with a female beginners' team in Rocky River.

"We're not that good, but it's really fun," she said.

Her students object to her modesty, however.

"It's really cool that she plays hockey," said sophomore John Mulligan. "Even though she says she isn't very good I think she probably is."

Fellow English teacher Ellen Kelly also enjoys ice sports. Four years ago she decided to take up curling, a sport that is now featured in the Olympics.

"I didn't know anything at all about curling when I started," Kelly said. "It's not an easy sport to pick up, but it's enjoyable." She described the complicated process of shuffling a ball along a ice, using brooms to sweep it in one direction or the other without actually touching it.

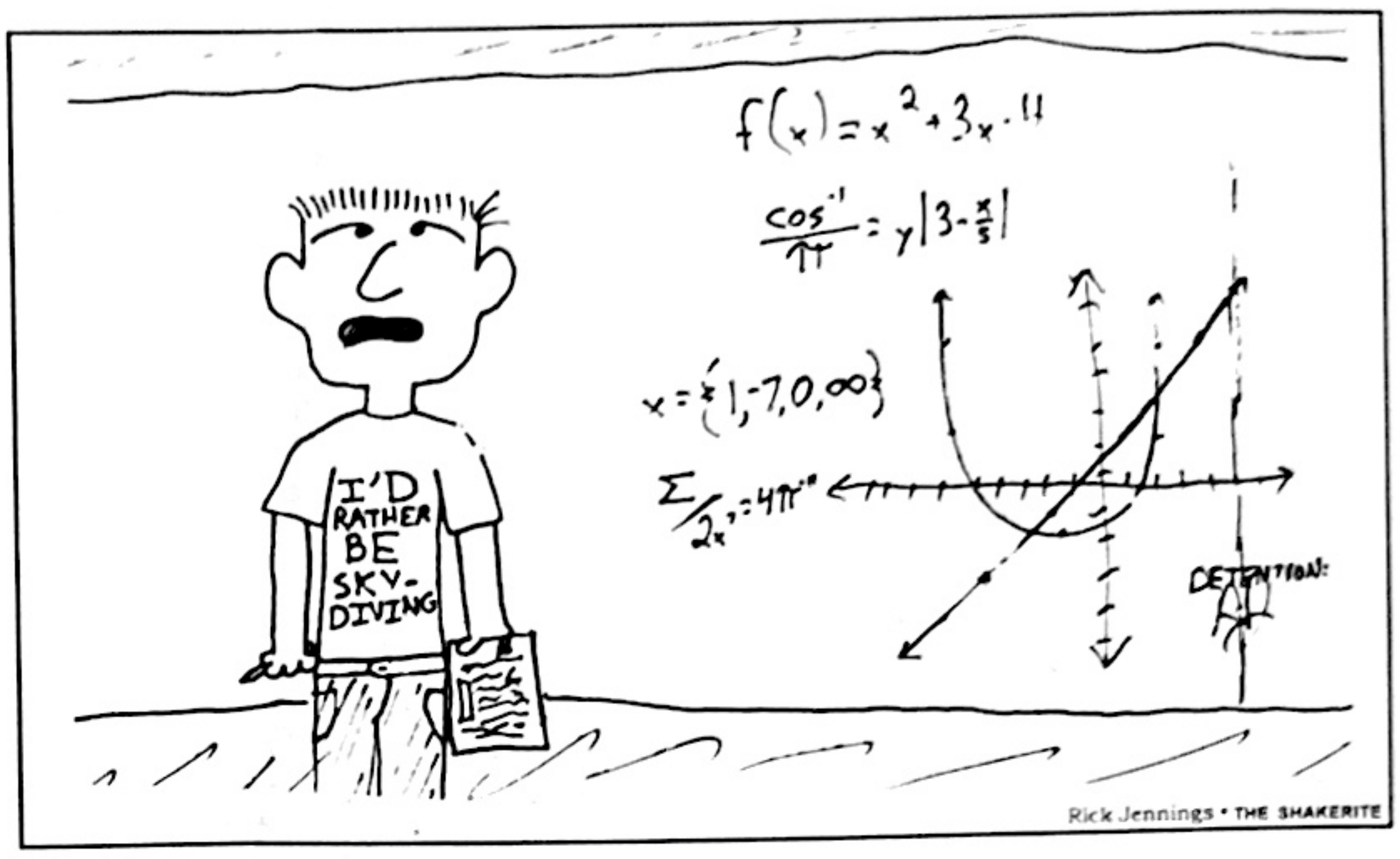
Another Shaker English teacher, George Harley, understands the importance of enjoyable hobbies to break up the stress of teaching. Ever since college, singing has been a favorite activity, and he has pursued it professionally. Harley has had opportunities to perform solos with the Cleveland Opera Company, many local church choirs, and even at the Cleveland State Theater, alongside Broadway star Anne Duquesne in the production "A Spiritual Heritage Suite."

> **"I left in September and was surprised to discover that I returned in June."**
>
> Dana Noble
> teacher

"I realized that music is a hobby, and it's nice being able to get paid for something you enjoy," Harley said. "We need hobbies that allow us to have a sense of fun," he added.

With English teachers in Yemen, on the ice, and on stage, what's next? How about math teachers in the sky?

"Ever since I was a kid I just loved planes," math teacher Alan Siebert said. "I learned to fly small planes out of a big airport [Hopkins]."



Rick Jennings • THE SHAKERITE

Originally, Siebert did pursue his love for teaching in his job at Parma, learning to fly only as a hobby. He called himself a "hanger rat" because he spent so much time in the airport, going up for rides with pilots he had befriended. But in 1982 when a former classmate offered him a small corporate pilot's job, Siebert decided to set teaching aside temporarily and put his 1977 pilot's license to use.

During his flying years, Siebert enjoyed opportunities to fly rare planes such as a replica of the Memphis Bell, a B-17 bomber that was the first plane to survive 25 missions.

Though his love for aviation was apparent, Siebert admitted to some setbacks in his career. He was in the Air Force ROTC (Reserve Officer Training Corps) but "flunked out of flight testing because I passed out when they drew blood."

In 1983, when his classmate's company went out of business, Siebert tucked away his pilot's license for a while and came to Shaker to continue teaching. Piloting has not disappeared from his past, however. He continues to learn about planes from World Wars One and Two as a side-hobby, calling himself a "warbird lover." Siebert says he still flies "whenever I get the chance."

Though he wasn't aiming for the sky, history teacher Jonathan Freilich had ambitious beginnings straight out of school.

"I got out of college and I was ready to get right in there, you know, national government," Freilich said. Before long, Freilich found himself in the center of international trade, working for the U.S. Department of Commerce as a representative at international trade negotiations.

So how a economist end up teaching U.S. history and global studies?

"After a number of years, I realized it was hard to get things done in a big organization," he said, referring to international governments.

Freilich began looking for a way to put his talents to work more directly.

"After a while I thought, 'One classroom at a time is fine.' It's not as grand a scale, but you can get more done," he said.

> **"I didn't know anything about curling when I started. It's not an easy sport to pick up but it's *enjoyable.*"**
>
> Ellen Kelly
> teacher

WHAT WOULD YOU DO FOR CAKE?

TEACHER

ANDREW GLASIER

"I'd give Mr. Galloway a swirly."

JUNIOR

KRISTIN WRIGHT

"I'd sing opera over the PA system. It would have to be Cassata cake with extra strawberries."

SENIOR

BEN FUERST

"I'd streak and run around the track."

-Compiled by Pamela Wiznitzer

Paying for a pricey prom

By Simona Karasik
Staff Reporter

The word "prom" may conjure images of absurd high school flicks like "American Pie." The infamous film featuring raunchy teenage debauchery is a classic example of what probably won't happen.

The one thing that stands out more than the antics of rowdy teens is the cost. This, however, does not defer Shaker students who go the extreme to make sure this night is a special one.

"I think prom is really expensive," senior Margeret Richards said. Many students and parents agree that money shouldn't be an issue. There is no denying the significance of prom, but the list of prices for this special night is shocking.

Tickets are $80 per couple. A dress may cost as much as $400 or more, and a tuxedo rental may cost $150. Accessories such as shoes and corsages add to the financial burden. Students have to shell out for prom-package photographs, limousines, after-prom tickets, the trip to Cedar Point and other associated costs.

Parents do not always pay for the night. Some students find themselves taking on most of the responsibility of paying, and are therefore spending their money wisely. "Most of my money comes from me, but I'll get some help from my parents," senior Geoff Cross said.

Traditionally, guys have been expected to pick up the tab for tickets, dinner and the limo. "If the guys asks, then the girl expects him to pay," Richards said about prom tickets.

Not all males accept those traditional roles, however. "I've been to four proms, but not my own. I also never paid for any of those proms," senior Merv Jones said. But things will change for him this year. "I'm paying for everything this year," Jones said.

Prom is indeed a distinctive way to say goodbye to high school. It has the potential for extravagance, and students often choose that route. Other students use moderate means to enjoy their time at prom. The overall sentiment among seniors who are planning to attend prom seems to be carefree. They appear to be excited and eager to enjoy a memorable night out.

Senior Danielle James sums up the spirit of prom. "I just want to see what everyone will have on, see how much money people spent, and enjoy time with friends."

Ask the Nurse

Dear Ms. D.,

My boyfriend is really worrying me. He asks me where I am and who I'm with all the time. He says that if I really loved him, then I would prove my love and have sex with him. What should I do?

-Trying to do the right thing

Dear Trying To Do The Right Thing,

First of all, it is NOT your job to have to "prove" your love for your boyfriend. Relationships should be built on mutual trust and respect. If your boyfriend is saying things that make you feel that he does not trust you, you need to talk to him to see why he feels that way. Also, you need to be honest with yourself- *is there a reason that he shouldn't trust you? If there IS NOT a reason* that he shouldn't trust you and he still continues to be distrustful, you need to know that his lack of trust is HIS problem, NOT yours. Your questions also make me think that he may be pressuring you to have sex with him. Why should you do something that you don't want to, hoping to keep him happy? What about your happiness? You need to like yourself enough and have enough self confidence that you will not allow this young man to manipulate you into a situation that you are not ready for and do not want to do. YOU are important, you have to think about YOU. It's being smart, realistic. It's making the RIGHT decision. Don't sell yourself short. You deserve someone who will respect and believe in you for who you are. If he isn't willing to do what's right for YOU, I would drop him like a hot potato. I would be happy to talk to you in person in more detail. I commend you for having the courage to ask these hard questions. I know that there are many young ladies and young men in the same situation who feel unsure as to how to handle these tough decisions. It's important to talk to someone you trust about these issues. Please feel free to talk to me any time.

P.S. I have a great poster on my bathroom door in my office that lists *101 WAYS TO MAKE LOVE WITHOUT DOING IT*. Check it out!

Have any questions you would like to ask the nurse? Submit all inquiries to the slot outside room 229

Cribs, Shaker style

• You've seen MTV, now check out how these students personalized their rooms

By Abby Hexter, Renee Franz, and Jessie Koler
Staff Reporters

Faith Gobidas' Room:

Freshman Faith Gobidas' room, which she helped design and decorate, is a complete illustration of her personality and style.

The Gobidas house used to be a carriage house, with a nine-car garage on the bottom and with servant quarters on the top. It was built in 1908. Five years ago, when the Gobidas' began renovating the entire house, Faith and her brother were allowed to design their own rooms.

Gobidas chose to design her room with a loft, so that the room had two different levels. On the first level, there is a desk, a daybed covered in stuffed animals, and a bathroom underneath the loft. Faith's huge bed is in the loft along with a television and even more stuffed animals. The ceiling is dome-shaped and painted like a sky. The floor is made up of marble tiles with fossils inlayed.

Abby Hexter • THE SHAKERITE

Tower of Power: these shelves house Gobidas' TV and computer.

Gobidas did just design the room, she also assisted in building it.

"I helped paint the cloud-covered ceiling, lay the marble, and put up the dry wall," Gobidas said.

Gobidas was not willing to spend a lot of money on accessorizing her room. Instead, she bought the majority of the things from The Salvation Army, but still managed to make everything look new. Her high-quality stereo was only $20.

Whenever she is home, Gobidas has friends in her room. They call it the McFluff manor after Gobidas' nickname. "The room is completely me," she said. "I designed it, created and decorated it. It's no specific style, just me."

Gabe Scherzer's Room:

With a taste for decorating, senior Gabe Scherzer's abode is a unique expression of her personality. The room has a friendly feel from the moment one steps inside.

It is extremely clean and spacious, with room for a couch and a double bed. The colorful license plates that line the room were bought for about a dollar a piece.

"The prayer flags from Nepal are my favorite thing in my room," the senior said. The flags are different colors and line the wall.

Her walls are also covered with pictures of friends, magazine cutouts and other paraphernalia. A hallway that leads to a bathroom and a walk-in closet provide privacy.

Abby Hexter • THE SHAKERITE

Gobidas' room features a sleeping loft with a sky-painted dome ceiling she painted herself.

Briggs Patterson's Room:

Sophomore Briggs Patterson's bedroom is made up of three seperate rooms on the third floor of his house.

Patterson moved to the third floor about three months ago, after his brother went away to college.

"It's so much better because it is bigger and it's isolated from my parents," he said.

The walls of Patterson's room are covered with various license plates and advertisements. A huge "Toy Story" movie poster covers one wall of the stairway.

With two televisions, a VCR, and a play station, he is content in his room. Patterson's favorite part is his bed. The thing he would change though, would be to get more signs and clean up more often.

Matt Speed's Room:

Sophomore Matt Speed moved into his house less than three months ago, and got the chance to make his new bedroom uniquely his.

One of the most enticing parts of Speed's room is his stereo system and his electric bass. To him, the bass is the most expressive item of his personality.

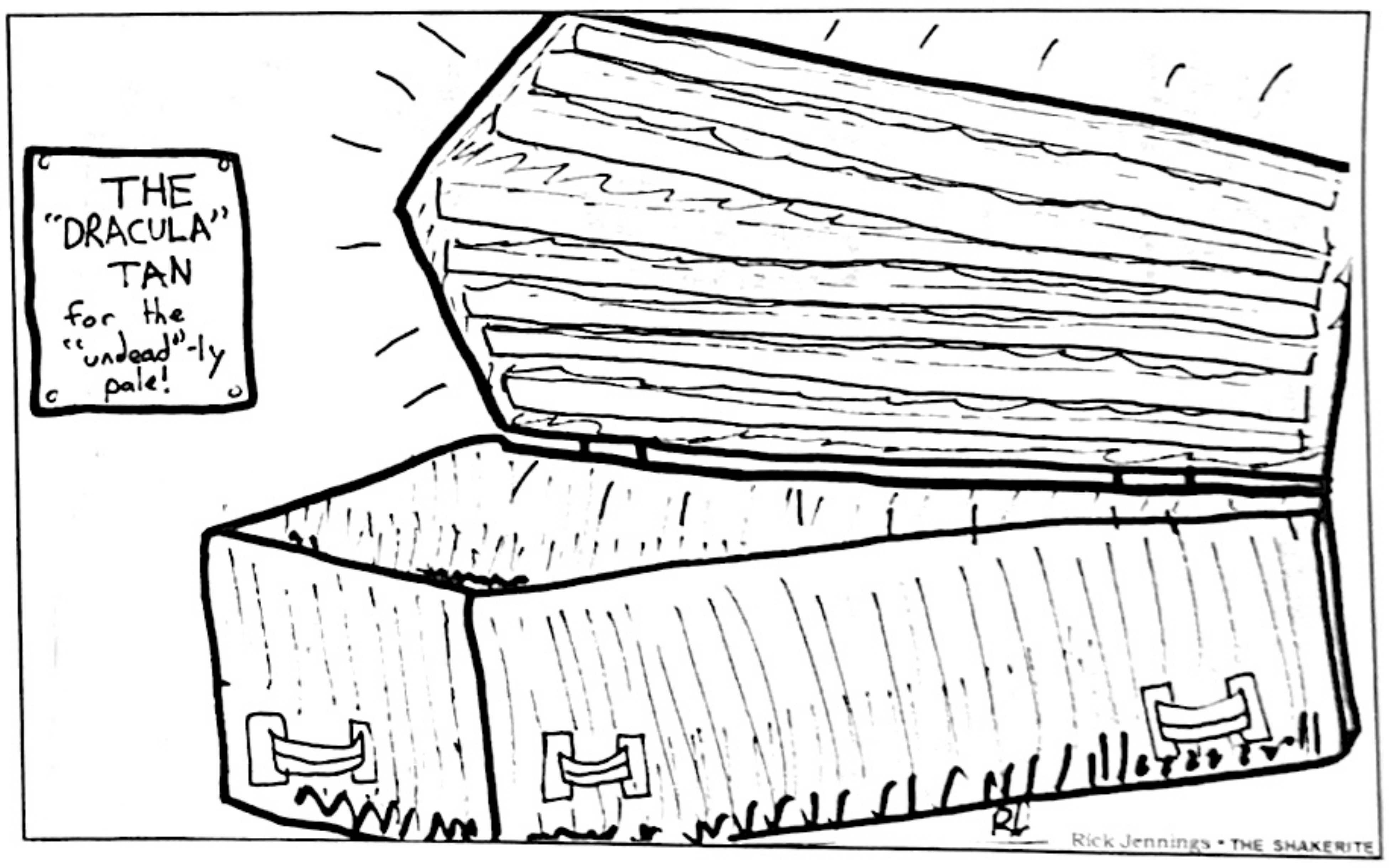
Speed's favorite part of his room are the wood hands in the wall that hold up the curtains. If he could change one thing it would be to make it a little larger.

Another feature is a sign on his dresser that reads, "Contents hot. Should be handled only by extremely cool people".

Wish we all could be California *girls*

• Students tired of gray Cleveland skies resort to tanning beds

By Kelly Schaefer
News Editor


THE "DRACULA" TAN for the "undead"-ly pale!
RL

Rick Jennings • THE SHAKERITE

One of the most common pre-prom and pre-vacation rituals of Cleveland area high school girls may be surprising: tanning sessions.

Though seemingly less popular at Shaker than at other local and private schools, some Shaker students have succumbed to the lure of bronzed bodies.

As manager of Celestial Sun and Body Spa on S.O.M. Center Road, Tara Simpson is familiar with the high school and college attraction to tanning, and has seen many types of students— ranging from those visiting periodically to tan before a school dance to those addicted to becoming as dark as possible.

"Some have a tanning disease, like I used to when I was their age. They never think they're dark, even of they're dark as coal," Simpson said.

Beaumont sophomore and former Shaker student Irina Popescu tans frequently at Celestial before special events, and estimated that roughly 70 per cent of her classmates tan before dances.

"Everyone I know that's not from Shaker goes tanning. [At Beaumont], we always say 'wow, you're so tan. I wish I could be like that,' and then we try to get really tan," Popescu said.

Though not nearly as prevalent in Shaker as in other schools, senior Katie Durrin said she is aware of many Shaker girls who tan. "I like being tan, and I get depressed in the winter because it's so cold—it's like an escape," said Durrin, who visits Island Sun tanning salon during the winter and before special events.

Senior Ali Porter, who is employed at Island Sun, cited free tanning at the facility as a major incentive towards working there. Porter receives free sessions once a week for 20 minutes.

Though glided over with a waiver and posted sign by many tanning salons, tanning can carry serious consequences—from premature wrinkling to cancer.

Sophomore Emil Fischer condemned tanning practices because of the possible health concerns. "It shortens the life span, essentially. I think that people should be happy with their own looks, and if they have to use ultraviolet light under a bed—if you have to do that to look good, you might as well not do it at all. That's disgusting," Fischer said.

The owner of Island Sun, Tom Kochevar, said that his salon addresses the possible adverse effects of tanning on their registration forms and equipment, and the current law states that parental consent is necessary for those under 18.

Students such as freshman Lauren Wargo take a more laid-back stance towards the idea of tanning. "I don't think it's right or wrong. It's just what people want to do—it's more of a personal decision," Wargo said.

Kochevar also said that the stereotype of upper class white girls visiting tanning salons was not accurate. "African Americans tan to even out color and as comfort—they enjoy doing it—it's relaxing," Kochevar said.

These are some "special" brownies

By Jeanne Bright
A&E Editor

With the end of the year approaching, I felt as if my So You Think You're Crafty expedition for this year needed to end with a bang. We needed something extraordinary. We needed something beyond cool. We needed a Shakerite Staff Bake-Off.

It was so simple, yet so complex. The major decision was, what can be made by each section of the staff that would be edible, without a large chance of food poisoning or spread of life-threatening disease? We considered omelettes, quiches and a BBQ cook off. All of these seemed way too difficult for people who don't cook anything more than occasional Ramen noodles. Brownies were the next logical food group.

News, sports and photo editors, along with a copy editor and an editor in chief decided to compete against each other for the ultimate prize of Shakerite nobility. Feature, A&E and the other editor in chief became the judges by default and by their lust for chocolaty goodness.

As the glorious taste-testing day approached, the envy between the sections was getting out of control. I was considering delaying the competition until everyone settled down a bit, but it was too late. Editors were too pumped up to have it canceled.

The brownies were judged based on taste, aroma, texture, appearance, creativity and moisture. They were graded on a scale of 0-5, five being the best score. These final grades were averaged by each judge and then tabulated by the group of judges as a whole. There was no bias in the judging.

Alas, the judges awarded the coveted award of the best brownie. The Layers of Love Chocolate brownie made by Allison Waithe and Jennifer Broadbent came in fifth place with a 3.29 because of an intense amount of spices. The Sumptuous Raspberry Mousse made by Joseph Tartakoff and his dad came in fourth place with a 3.55. Editor in Chief Meryl Kramer said, "I'm a kid and Joe's brownies were adult brownies."

Will Wemer and Kelly Schaefer placed third with their Devil's Food Surprise. The brownie was extremely moist and very creative (they made up the recipe by themselves), thus giving it a final score of 3.69.

Meryl Kramer, Rebecca Wolff and Sara Reichstein judge brownies at the Shakerite Brownie Bake-Off.

David Margolius • THE SHAKERITE

In a very close second, Sports' Frango Mint Brownies scored a 4.4 because the brownie was a bit too spongy. Coming in at first place were Will Bostwick's Picture Perfect Brownies with a 4.5. These brownies were not only pretty, but they had a perfect combination of chocolate and mint.

All of the editors did a great job, and even though some of the judges got sick from a chocolate overdose, it was all worthwhile.

#1 - Picture Perfect Brownies

Submitted by Will Bostwick

* 4 squares (1 oz. each) unsweetened chocolate
* 1 1/2 sticks butter
* 2 cups sugar
* 3 eggs
* 1 tsp. vanilla
* 1 cup flour
* 24 York Peppermint Patties

1. Melt chocolate and butter in a double boiler (which is a bowl on top of a pot of boiling water)
2. Add the rest of the ingredients to the chocolate and butter mixture (except for the York Peppermint Patties)
3. Spread batter unto greased 13"× 9" metal pan.
4. Bake at 350° for about 25 minutes and do not overcook!
5. As soon as you take the brownies out of the oven, place the York patties directly on the brownies.
6. Spread melting candies as "frosting."
7. Cool and cut into squares.

#2 - Sports' Frango Mint Brownies

Submitted by Katherine Ekeberg

* 1 cup plus 6 tbsp. margarine
* 1 cup sugar
* 4 eggs
* 1 teaspoon vanilla extract
* 1 16 oz. can of Hershey's Syrup
* 1 cup plus 1 tbsp. flour
* 2 cups powdered sugar
* 2 tbsp. milk
* 1 teaspoon peppermint extract
* 2-4 drops of food color
* 1 cup chocolate chips

1. Cake: Cream 1/2 cup of margarine and 1 cup of sugar. Add eggs, vanilla, syrup and flour; mix. Bake in un-greased 13"× 9" pan, in preheated 350° oven 30 minutes; cool.
2. Topping 1: Mix powdered sugar, 1/2 cup margarine, milk and peppermint extract; beat until smooth. Add 2-3 drops of food coloring and mix until desired color. Smooth onto cooled cake and refrigerate.
3. Topping 2: Melt in saucepan over low heat chocolate morsels and 6 tablespoons margarine. Cool and spread over topping 1 on cake.
4. Refrigerate until ready to serve. Cut into 1-inch squares and put into small baking cups.

#3 - News' Devil's Food Surprise

Submitted by Will Wemer and Kelly Schaefer

* 1 1/2 sticks butter
* 1 1/2 cups sugar
* 2 tbsp. water
* 1 tsp. vanilla
* 1 egg
* 1 package Devil's Food pudding
* 1 2/3 cups flour
* 3/4 cups cocoa
* 1/2 tsp. baking powder
* 1 package white chocolate chips
* 3/4 cups coconut

1. Melt butter, and mix it with the sugar and water for five minutes. Add egg and vanilla to the mixture.
2. Mix all dry ingredients in a separate bowl
3. Slowly mix dry mix with wet mix
4. Grease the pan and spread half of the batter across the pan
5. Sprinkle the coconut and chocolate chips over the batter
6. Add second half of the batter on top of the coconut
7. Bake at 350° for 25 minutes.
8. Immediately place in refrigerator for 20 minutes
9. Cut brownies and place in freezer for five hours. Serve chilled.

Astrid Matthews • THE SHAKERITE

Sophomore Addy Neilson, who is Australian, taught herself how to play the didjeridu.

Addy can didjeridu it!

By Liz Campbell
A&E Editor

When sophomore Addy Neilson moved to the United States from Australia three years ago, she wanted to keep a bit of her home and culture with her.

She found a didjeridu, an instrument native to Australia, at a street fair a year and a half ago, and decided to learn to play it.

"I was surprised to find it there," she said. "It's a rather small one so it only cost $48."

She was partially inspired by a family friend from Australia who knew how to play.

However, there aren't any didjeridu instructors in the Cleveland area. Instead, Neilson had to teach herself to play the instrument.

Neilson had previously played piano and bass clarinet, and the didjeridu did not pose too much of a challenge.

"It's not too difficult once you pick it up," Neilson said. "I knew the basic concept, and if you know how to make one sound you can learn to make the others."

What is a didjeridu?
The didjeridu, also spelled didgeridoo, is an Australian instrument. It is a hollow tube that can be made from many materials. Traditional didjeridus are constructed of branches of eucalyptus that have been hollowed out by termites. Traditional designs are painted on the outside of the instrument.

Courtesy of www.http://www.fish.com/~tanais/didjeridu/didjeridu.html

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Concert-goers are rocked by ticket prices

By Alex Buder Shapiro
Staff Reporter

On April 24, Dave Matthews Band came to Cleveland and took with it $46.50 from every person in attendance.

Of course, most of the audience did not pay the same amount that DMB receives.

Hundreds of dollars went to scalpers and brokers. These scalpers and brokers are responsible for price hikes that cause concert ticket prices to triple over the past years.

Sophomore Jock Williams thinks the ticket prices are outrageous.

"They cost, like, $85 for nosebleeds. I bought these Little Flip and 8-Ball tickets and they were, like, $95 a person. 'Cause all the artists I like [cost a lot]," Williams said.

> **"We're in an industry where you're dealing with a lot of egos."**
>
> Gary Bongiovanni
> editor in chief at Pollstar

Concert prices have been skyrocketing, with the average ticket price in 2001 increasing 4.2 per cent since 2000, seven per cent since 1999 and a startling 43 percent since 1998.

And, according to music industry forecasters, the trend continues upward. Upward, that is, until the fans themselves put the breaks on escalating prices by staying away from expensive concerts.

Freshman Sydney Pickett doesn't mind the $46.50 plus tax she paid to see Dave Matthews.

"I like this band [DMB] so much that the price doesn't matter to me. I wouldn't have paid for expensive tickets if I didn't like them," Pickett said.

She paid $300 to go with three friends to see *N Sync this past summer.

What has driven these prices to go up at such a rate?

In 1994, artists and concert promoters started realizing that many of the people sitting in the best seats had bought their tickets from scalpers, often paying hundreds of dollars more than face value.

Once one promoter had increased his tickets costs, the rest followed suit, raising the price of tickets to narrow the gap between original price and the price charged by scalpers and ticket brokers.

According to freshman Nate Siegel, the idea of prices going up does not outweigh the benefits of using a broker.

"I used a broker because I didn't feel like waiting in a long line or camping out. They're [brokers] worth the extra money because the tickets are guaranteed," Siegel said.

Siegel attended the Dave Matthews Band concert, paying a broker $65 dollars to get the tickets.

However, he says he would have paid $100 if that were the lowest he was offered.

Gary Bongiovanni, editor in chief of "Pollstar," a concert industry publication, explained that one reason for the price increase is the nature of the market.

"We're in an industry where you're dealing with a lot of egos, so if one artist charges $125, then another artist will believe he or she deserves at least that much," Bongiovanni said.

Other industry watchers note that consolidation in the concert industry, along with increasing service charges and facility prices, is helping to fuel the rise in ticket costs.

Freshman Sam Schiller says that although the ticket prices are high, it's the entire package of attending a concert that gets expensive.

"You have to have the memorabilia if you are a true fan, and then you get into shirts, which are like $30. It's like an Armani, except not as good quality," Schiller said.

Freshman Danielle Saks says that the price increases have caused her to decrease her concert attendance.

"I would never pay a lot of money for a concert. I would much rather pay good money for something else," Saks said.

Altered: a short story by Andrew Kaplan

__Senior Andrew Kaplan__ wrote this story for his Creative Writing class. "My inspiration came from my vacations in Cape Cod," Kaplan said. In his spare time, Kaplan likes to play guitar and shuffleboard. He is attending University of Michigan next year, and plans to take more creative writing classes and journalism.

"No more bullfrogs? Impossible!"

"Ah, but believe it," I said, "they're as gone as the herring-you remember the herring, don't you?" I looked longingly at Jonathan's face. He tried to remember.

"Did I used to run around with a net and try to catch them?" he asked.

"You bet you did," I applauded his remembrance, "Every day we'd go to this pond and wait for the ice cream truck to come by, and you'd buy your little cookie sandwiches and then chase herrings all afternoon."

"And did I catch them?" Jonathan implored.

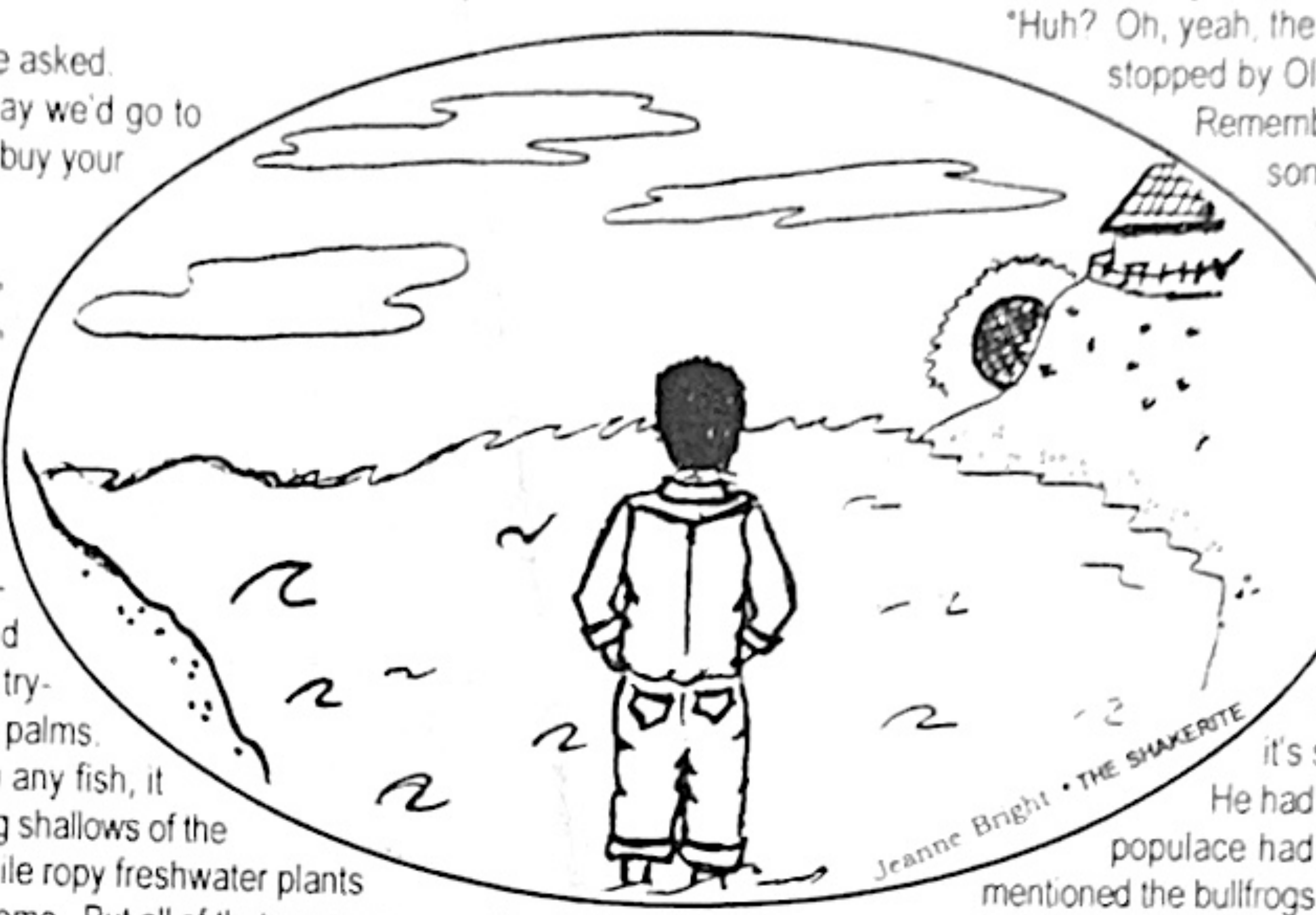
"Well, sometimes, but they swim pretty fast for such little fish."

"Hah! Just give me a school of 'em today, I'd catch them all." I turned away and chuckled contentedly at my younger brother's mannerisms. Even back during the first summer at the Cape, Jonathan had been an avenger of herrings, a spunky little kid who couldn't wait to put his swimsuit on before dashing into the pond to torment a passing school of the tiny fish. Sometimes he didn't even use a net, but dove head first into the pond and scooped the pure New England water with his hands and arms, trying (but without avail) to seize a few herring in his tender, clumsy palms. Always he'd come up laughing. I think he enjoyed not catching any fish, it gave him a reason to submerge himself again in the cool, cleansing shallows of the pond and feel the herring swim frantically through his fingers, while ropy freshwater plants coiled around his wrists and shoulders. To him, the ponds were home. But all of that was years ago, back when we still called him Johnny.

Today, however, I saw the child in him awaken, and percolate to the top like ginger ale as he waded in the pond for the first time in twelve years.

"It's great!" he called from a distance, "a perfect temperature!" He had rolled up his pant legs but advanced deeper toward the center of the pond, near where the weeds started and formed an oblique divide across the bottom. The water splashed the cuffs of his jeans and stained them a rich blue like the sky. Across the pond a red barn rested atop a green hill. As a kid, Jonathan had pointed to it with gleeful curiosity, and he would wait all day for a chestnut stag to come prancing out of the barn and leap intrepidly over the crest of the hill to freedom. I can't believe it's still here, I thought, that same barn on that same hill. Except if you got a look at it up close the paint would be peeling, and I bet the hinges would be rusted and corroded. If any stags were in there, they're probably old and withered by now-if they're not dead, that is. All that's left is probably an old gray mare, who's been sitting there for years collecting dust and flies, in her claustrophobic stable that hasn't been cleaned in how long? If there is a mare, she'll be dead and gone soon. Gone like the herrings. Gone like the bullfrogs.

"So what about those bullfrogs?" Jonathan intervened my dreams. Could he read my mind?


Jeanne Bright • THE SHAKERITE

"Huh? Oh, yeah, the bullfrogs. Well, I came up here about a month ago on business, and I stopped by Old School House," (the pond of our dreams.) "you know, just for kicks. Remember the little land bridge that divided the two ponds? Well, it's gone now; some storm probably knocked it out. Maybe the big hurricane in '93, I don't know. Anyway, the two ponds are just one big swimming hole now, and who knows where all the frogs went." I shrugged off this quandary.

"But you mean," whined Jonathan, "that they just picked up and left? Where to? I mean, where do bullfrogs go? Not like they can hop for long before they need water."

"Well, maybe they found a new spot."

"But that was the only pond for miles where we could catch frogs."

"Listen," I snapped immediately, "they're in there somewhere, but I don't know where. They probably went to the other end, where it's still a little bit muddy." I was becoming impatient with his childishness. He had taken the news like a seven-year-old, as if the depletion of the bullfrog populace had meant some insufferable difference in his daily life. I had merely mentioned the bullfrogs as a method of conversation. I figured, what else do adults talk about with one another other than the changeful nature of life, and how the present is never as remarkable as the past or as promising? I figured he'd treat it as casually as I had. I was wrong.

LOOK FOR THE CONTINUATION OF THIS STORY IN THE NEXT ISSUE OF THE SHAKERITE!
IF YOU WOULD LIKE TO SUBMIT A SHORT STORY TO THE SHAKERITE, PLEASE LEAVE A COPY WITH YOUR NAME AND GRADE IN ROOM 231.

Béla Fleck and the Flecktones

By Bryan Ray
Guest Writer

Béla Fleck and the Flecktones is a band best known to jazz lovers and bluegrass fans. In 1990, the band released its first album on Warner Bros., a self-titled proclamation of its new jazz-grass invention that soon became extremely popular.

This band created jazzy riffs with involved solos that combined Fleck and Howard Levy's bluegrass roots with Lemonte Wooten's jazz background and Roy Wooten's interest in tribal music. Twelve years, seven albums, one Grammy, a new band member, and a new record label (Columbia) later, the band has released its second live album.

This one, however, is an entire concert, rather than the live compilation that characterized "Live Art" in 1996.

The opening track is "Earth Jam," their 2000 Grammy award-winning song. It features bassist Wooten in a lengthy solo that brings out all of his jazz roots. The song then merges into the intro of the song "That Old Thing," but quickly jumps back to the opening track in a methodical tease that leaves the audience and the listener waiting for the song to change again. Track four is another tune from the "Outbound" album called "Zona Mona." It not only features newest band member Jeff Coffin, the saxophonist who replaced Levy in 1997, but a long-time friend of the band, Paul McCandless, who has toured with numerous groups including String Cheese Incident.

Bandmember Futureman shines in a solo track entitled "Ovombo Summit" in which he plays progressively complicated beats with intertwined African tribal chants.

The next two songs, "Hall of Mirrors" and "Scratch and Sniff" are more from "Outbound" and continue to showcase solos from each band member. An added bonus is guest Paul Hanson with his bassoon and wah-wah sound effects on "Scratch and Sniff." A song that has obvious bluegrass roots entitled "Big Country" from their 1997 release "Left of Cool." It not only features bassist Wooten again, but saxophonist Coffin on soprano saxophone in which he keys in on the high-pitched melody in his solo. Steel-drum harmonies provided by Andy Narell encompass Coffin's solo as well. Meanwhile, Fleck constantly hits chord progressions with his bluegrass-style banjo picking.

"Lover's Leap" features McCandless on oboe with reggae undertones throughout." Alash Khem (Alash River Song)" clearly defines percussionist Futureman's roots in indigenous music with the title while the song features every member in a solo. Afterwards Béla switches to guitar for "A Moment So Close" and Futureman also provides vocals for a rare treat.

Every member excluding Béla now leaves the stage for Béla's interpretation of "Prelude from Partita no. 3 for solo violin" on his banjo with constant elaborations and ad-libs; he even briefly throws in the theme from "The Beverly Hillbillies." The band returns for their encore with the opening track from Outbound called "Hoe Down." The song is based on a classical piece by Aaron Copeland and with this classical foundation, the Flecktones are able to interpret from a jazz standpoint; something that many groups are afraid to do, or simply do not have the freedom to do. The song closes the concert and the album, which continues Béla Fleck and the Flecktones ongoing tradition of perpetually producing great albums.

"Live at the Quick" is only one disc and is worth far more than the $13.99 I paid for it. Even if you hate bluegrass or jazz, you might very well enjoy this album and other music by the Flecktones. They have continued to bridge the gap between popular music and its roots, and the live atmosphere obtained by this recording furthers that bridge.

♪ ♪ ♪ ♪

out of four

POETRY SLAM

Cliff Harding • THE SHAKERITE

Freshman Mikael Harrill recites his poetry at the Poetry Slam held at the Shaker Heights Public Library on April 17. Poets battled against each other individually or in teams to become the overall winners. Judges looked for creativity, originality, and performance style.

*the box*OFFICE

5/26	5/28	6/4	6/5	6/12
Usher	**The Calling**	**Incubus**	**Pink**	**Blink 182 and Green Day**
Gund Arena	Peabody's	CSU Convocation Center	Tower City Amphitheater	Blossom Music Center
7 p.m.	7 p.m.	7:30 p.m.	7:30 p.m.	8 p.m.
$45.75 - $50.75	*$11*	$25	*$17.50 - $32.50*	$32.50
ticketmaster.com	ticketmaster.com	ticketmaster.com	ticketmaster.com	ticketmaster.com
This talented R&B artist has had two big hits this year with "U Got it Bad" and "U Remind Me."	*They got a major break opening for Lifehouse last year, and hit it big with "Wherever You Will Go."*	*This popular band plays rock songs with an edge.*	*Pink is an eclectic female artist who mixes the styles of rap, rock and pop in her songs.*	*These are two bands with a fun rock twist.*

Living up to expectations

• Baseball deals with preseason hype

By Katherine Ekeberg
Sports Editor

After a surprising 16-8 campaign that ended in the district finals, the baseball team hoped the strength of their 2001 performance would translate into wins in 2002.

However, after struggling through the first two games of the season, the Raiders realized the new season required a new approach.

"I think we started off expecting we would be able to walk by some teams. After that didn't happen we started to step it up," senior outfielder and catcher Tristan Ribar said.

After those games, the team stepped up to the plate. They went on a six-game winning streak and beat league rivals Valley Forge and Mentor.

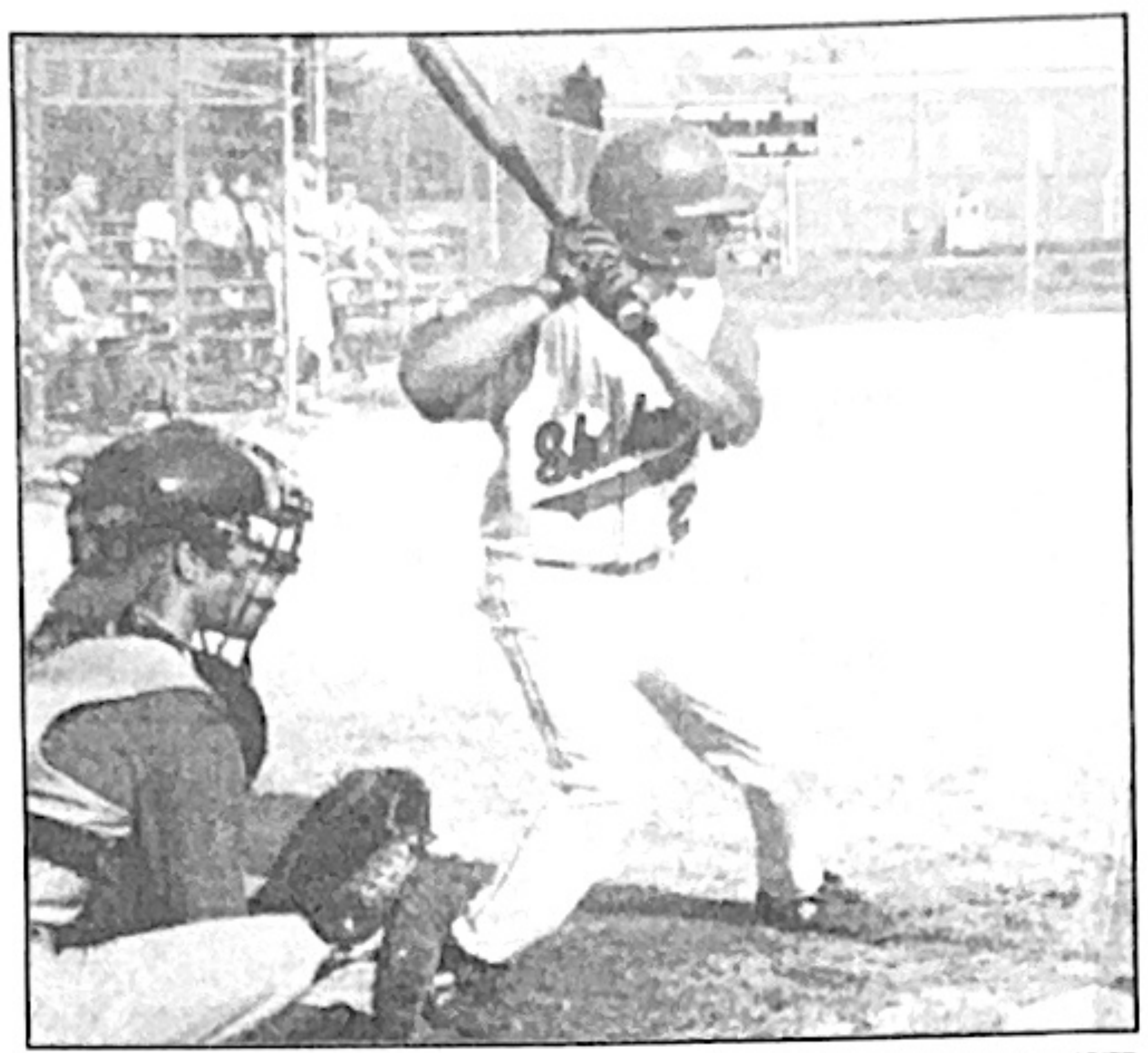
It was the first time Shaker beat Mentor away since they joined the league six years ago.

Sophomore Steve O'Connell says the team knew they could do it. "We know we have a good team. We know we have the talent," he said.

Junior Adam Artman says that the team has to have confidence in its playing.

"Last year we really surprised people with how well we did. I think this year we had to prove to ourselves that we were good," Artman said.

Junior Mike Baker considers the team's line-up "as good a line-up as any team in the league," and sophomore Mike Steiner says that the team is beginning to get key hits with two outs.


Lindsay Kocab • THE SHAKERITE

Adam Artman stands in the batters box and awaits the pitch. Artman is batting .342 with 9 RBI, 8 walks and a slugging percentage of .447.

O'Connell sees the leadership that the returning seniors bring as an added plus. "They are bringing up the young guys well," he said.

The team is working hard in order to get ready for their upcoming games.

Team unity is important along with hitting well, according to Ribar, who leads the team in batting average, slugging percentage, hits and on base percentage.

The team ERA is an impressive 2.22 and they hold a strike to walk ratio of two to one. Senior second baseman and shortstop Matt Cox leads the team with 15 RBI, five doubles and one triple.

> **"We know we have a good team. We know we have the talent."**
>
> Steve O'Connell
> sophomore

Brown to step down as head coach following record season

FROM BROWN, PAGE 16

went to John Carrol for three years where she was the head basketball, head softball and assistant volleyball coach.

Brown coached at her alma mater for the 1985-1986 season followed by an eight-year stint as athletic director at Laurel. She became the athletic director at Shaker in 1995 and for her first two years coached at Notre Dame College. In 1997 Brown took over the women's basketball program at Shaker and one an LEL title her first year.

"I just hit the fundamentals hard and the skill development. We took a lot of people by surprise," Brown said.

As the talent of Brown's players evolved so did her coaching style. She did not want to bring in college techniques to players with high school ability. "Just as our talent developed, her coaching developed. As we got better her coaching got more complex," senior Ericka Neal said.

This year Brown led her team to a record setting season. "She tried to deal with the implementation of teamwork. She emphasized learning how to get along," senior Ashli Pace said.

A committee will select Brown's replacement from a pool of applicants that currently numbers nine. "They got a good squad, but their attitudes won't be the same. It's gonna be a totally different environment," Neal said.

"We're gonna have a lot of rebuilding to do and we're going to have to get used to a new coach," Simpson said.

However, with only four players returning from this season's team many believe the transition may be easier. "It may not affect the team as much because it will probably be a brand new team," sophomore center Aisha Farley said. Farley acknowledged that it may take her time to get used to a new coach, but understood Brown's reasons for leaving.

Recently high school sports have evolved to the point where coaching has become a 12-month job. "One of the goals for me is to visit [family] over the holidays. I haven't had a Thanksgiving or Christmas in 25 years," Brown said.

Coach Profile

Susan Brown

Record at Shaker: 71-41
Years as Coach: 1997-2002
Occupation:
Athletic director and physical education teacher
Coaching Experience:
Assistant at Adrian College, head coach at John Carrol Univeristy, assistant coach at Eastern Michigan University, head coach at Laurel, head coach at Shaker
Interests:
Piano, yoga

Out of his element Trier still thrives

Jeff Greenwald • THE SHAKERITE

Senior Henry Trier, a state qualifier in swimming, runs in preparation for the CVS Pharmacy Cleveland Marathon. Trier placed fifth in his age bracket with a time of 3 hours, 56 minutes and 49 seconds.

FROM TRIER, PAGE 1

out of BOUNDS

running in loafers.

"Usually people that do this are already runners," said history teacher Tim Mitchell, who has run five marathons. "Most training programs are set up so you have 16 to 20 weeks to prepare."

When Mitchell heard Trier was running a marathon, he approached Trier the day before the race. "I told him to take it easy in the first half," Mitchell said.

On the day of the marathon Trier woke up early because the race started downtown at 8 a.m. "I told him that if you don't feel well you don't have to finish," his mother said.

When Trier reached the starting line he was in awe. "It was amazing. It was very intimidating," he said.

Yet once the race started Trier quickly became comfortable. "Everybody was very positive. It was a friendly experience and a nice scenic run," Trier said. By the end of the race Trier was exhausted. He lay on the pavement for nearly 30 minutes after he crossed the finish line. "I couldn't walk for the next day," Trier said.

Despite his feat, Trier was disappointed that he did not do better. He felt that he paced himself too quickly at the beginning and was depleted during the last few miles. "I think I could do better. I might try again next year," Trier said. He noted that the highlight was the free Popsicle all runners received at the end.

inside the NUMBERS

By Steve Kawalek
Staff Reporter
* *Information provided by coaches as of April 30, 2002*

Brian Gamm • THE SHAKERITE

Sophomore Briggs Patterson moves toward the ball as a Mentor defender loses his footing and falls to the ground.

Men's Lacrosse 3-2

Biggest improvement
The skill level is up from past years.
Biggest surprise
Having 29 freshmen on the squad
MVP for April
Junior Defensemen Drew Yoder

Men's Track 4-1

Biggest improvement
Lowering their times on the 4x400 and 4x800 relays
Biggest surprise
Everything has been going as anticipated
MVP for April
Junior Terrell Thompson, who was nominated for the *Plain Dealer's* runner of the week
Biggest meet in May
LEL Championships, May 14 and 16

Brian Gamm • THE SHAKERITE

Junior Liz Habat just beats the ball to the plate avoiding the tag of a Valley Forge catcher.

Softball 6-7

Biggest improvement
The record right now is better than last season
Biggest game in May
Sectional games beginning May 6 and v. Cleveland Heights May 15

Women's Track 1-2

Biggest improvement
Relays have lowered times
Biggest meet in May
LEL Championships, May 14 and 16
* *Information courtesy of Taylor Smith*

Women's Lacrosse 11-0

Biggest improvement
The team has really come into its own
Biggest surprise
Beating Baldwinsville from NY
MVP for April
Anne Elliot who has 27 goals and 7 assists

Men's Tennis 7-6

Biggest surprise
Expected to have been more competitive
MVP for April
John Goheen who is a good team leader with a positive attitude
Biggest match in May
Team tournament matches, TBA

Baseball 10-4

Biggest improvement
Getting clutch hits with two outs
Biggest surprise
Hitting of Blair Scott and four sophomores in lineup
MVP for April
Matt Cox, the team leader in RBI, and Tristan Ribar who leads the team in five offensive categories

Sports drinks offer little more than cost

By Katherine Ekeberg
Sports Editor

Walking through the sports drink section of the local grocery store one can find a large selection of bottled energy in various colors, shapes and sizes.

Gatorade makes six different "models", including Thirst Quencher, Frost, Fierce, Ice, Extremo and, the newest, Propel. There are multiple different flavors for each.

Junior tennis and lacrosse player Lauren Story says that the variety is confusing. "I can't even keep up with all of it. There are so many different types," she said.

The newest fad in the sports drinks craze is Propel. It is lightly flavored water that contains vitamins B, C and E, according to Gatorade.com. Gatorade says that Propel was created to help people lead healthy lifestyles by drinking more water. Gatorade was created to help athletes quench their thirst, provide energy and replace fluids and electrolytes.

Powerade has also come out with a new drink: Powerade Light. It is essentially a diet drink containing 25 calories per eight ounces as opposed to 70 calories per eight ounces in regular Powerade, according to Powerade.com.

Junior Ally Gregg-Zellars thinks the new drinks are unnecessary. "I definitely wouldn't spend my buck on that. It seems like a waste to me," the tennis and lacrosse player said. With all of the variety, however, athletes manage to find favorite flavors of each.

"I drink Gatorade Frost, Glacier Freeze. It doesn't get any better than that," said junior soccer and lacrosse player Luke Antal, "Powerade is too sugary."

Gregg-Zellars disagrees.

Laura Kangas • THE SHAKERITE

The wall of Gatorade found in Heinen's at Shaker Towne Center. Can you choose one? It's alright, neither can we. Gatorade makes six different "models", including Thirst Quencher, Frost, Fierce and Ice.

"I usually drink Powerade. I just don't like the taste of Gatorade."

However, many prefer plain old water. "I just drink water. Powerade and Gatorade are kind of gross. They taste like watered down juice," junior softball player Liz Habat said.

There are some benefits to drinking a sports drink over water.

"I'm supposed to drink Powerade or Gatorade because I cramp up really easily and the electrolytes are supposed to help with that," Gregg-Zellars said.

According Gatorade.com, the electrolytes in sports drinks help prevent cramping by replenishing the sodium lost when athletes sweat.

High school trainer Bob Collins emphasizes that students need to do more than drink sports drinks or water while working out. He says that students need to be eating a healthy diet with plenty of sodium and fresh fruits. He also says that avoiding caffeine and staying hydrated three days prior to games is key to staying hydrated.

Exchanges crucial for success of relay teams

FROM RELAYS, PAGE 1

for a while," said sophomore Kenelle Hughley, who runs the 4x200 and the 4x400.

There are two main types of handoffs: visual and blind. The Shaker team uses blind exchanges for the 4x100 and visual exchanges for the 4x400 and the 4x800. In the blind exchange, the runners begin to sprint, and when they reach the fly zone, the lead runner throws their hand back and grabs the baton. In a visual, or open exchange, the lead runner goes slower and receives the baton while turned sideway and watching the handoff. The main reason for this is speed; a blind exchange allows for greater speed, and a visual exchange lets the runners ensure a solid handoff.

Along with the challenge of a successful handoff comes the omnipresent difficulty of correct pacing. "When I'm running the 4x400 I keep my pace, relax, and keep up with the guy. You've got to run a smart race, and know when to kick and when not to kick. It's basically rhythm and strategy," said junior A.J. Little, who runs the 4x100 and the 4x400.

Little said that later in the season, such as at districts, regionals or states, when the runner's times are closer, the "little tenth of a second," that the handoffs take could mean the difference between a winning and losing a race.

The tension and all out speed creates an atmosphere that arguably draws the most people to track meets out of any group of events. "There's a lot of excitement in that race. You get a chance to compete with some of the best kids in the state, and it's a fun race," senior Angelo Ajayi said.

Despite budget discrepancy, Shaker in compliance

By Jeff Greenwald
Sports Editor

It seems absurd that men's sports at the high school have received about $500,000 more than women's sports over the past three years.

Title IX, a 1972 law banning gender discrimination in schools, attempted to give men and women equal athletic and educational opportunities. According to a website maintained by the University of Iowa, the law "is not a matter of women being able to participate in wrestling or that exactly the same amount of money is spent per women's and men's basketball player. Instead, the focus is on the necessity for women to have equal opportunities as men on a whole, not on an individual basis."

Once the information is analyzed, the distribution no longer seems as inequitable. On average over the past three years, women's sports have received $474 per athlete, while men's sports have received $654. Yet, when revenue from ticket sales and fundraising is accounted for, the numbers drastically converge. Under these conditions, men received an average of $519 and women $454 for each athlete over the past two years.

"It's pretty fair across the board," athletic coordinator Jerry Mastellar said. "We establish what the needs are for each team."

Shaker tries to base its budget more on the basis of need rather than maintaining the idea that men and women should receive the same amount of money "It's almost an impossible t_hing to evaluate because of so many differences," Athletic Director Susan Brown said. Men's sports cost more because teams must provide protective equipment, according to Brown.

> **"It's pretty fair across the board."**
>
> Jerry Mastellar
> **athletic coordinator**

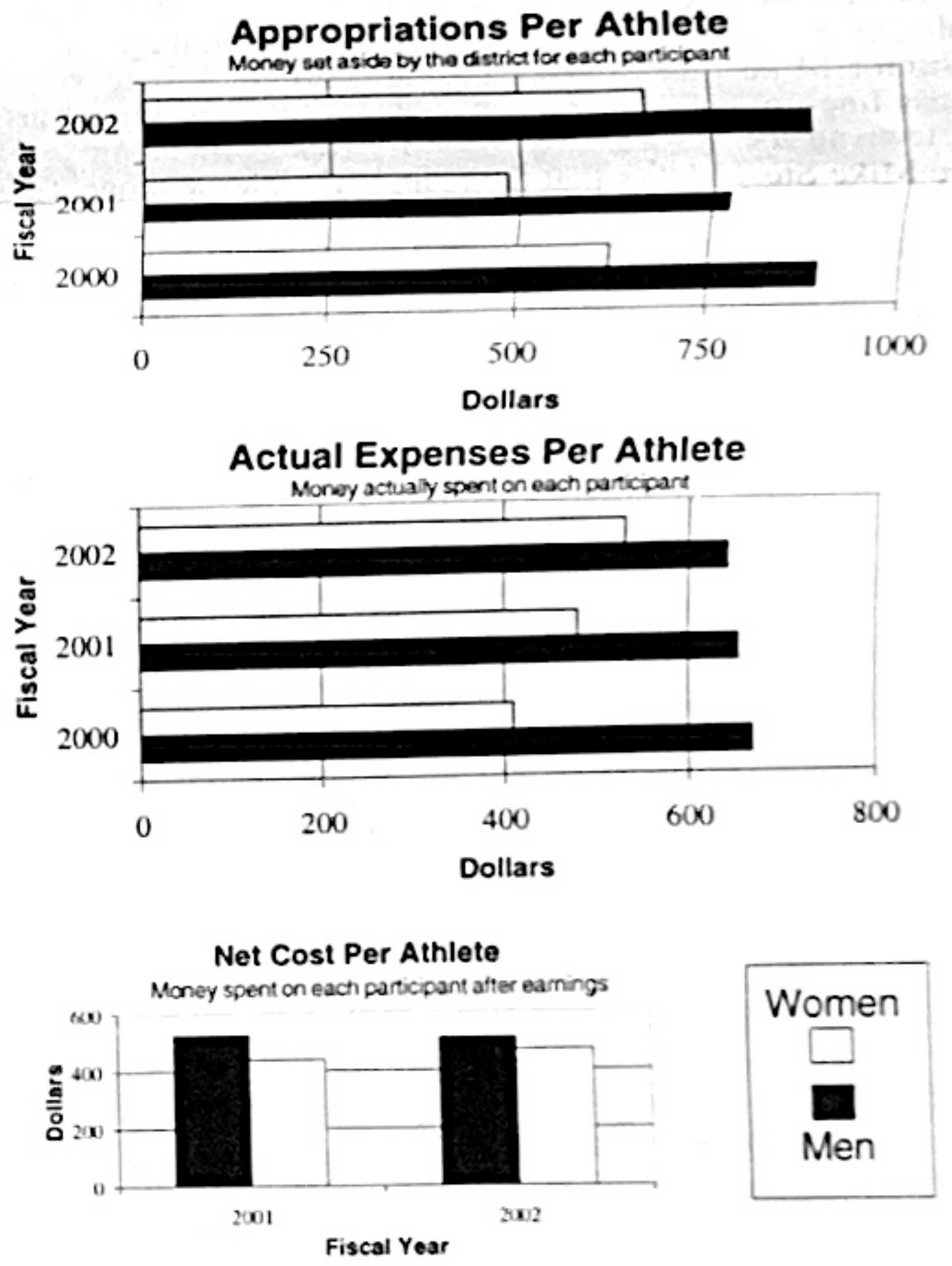
Despite the inequalities in spending, Shaker has been making a concerted effort to improve the equitability of its athletics. Title IX requires that if the members of one sex are underrepresented as athletes, the school must make an effort to expand this group. In Shaker, 49 percent of students are male and 51 percent are female, while 59 percent of athletes are men and only 41 percent are women.

"We have actively tried to get female athletes out," Athletic Director David Sedmak said. "I think it is important for all students to be involved. In every season there is at least one sport that doesn't have cuts."

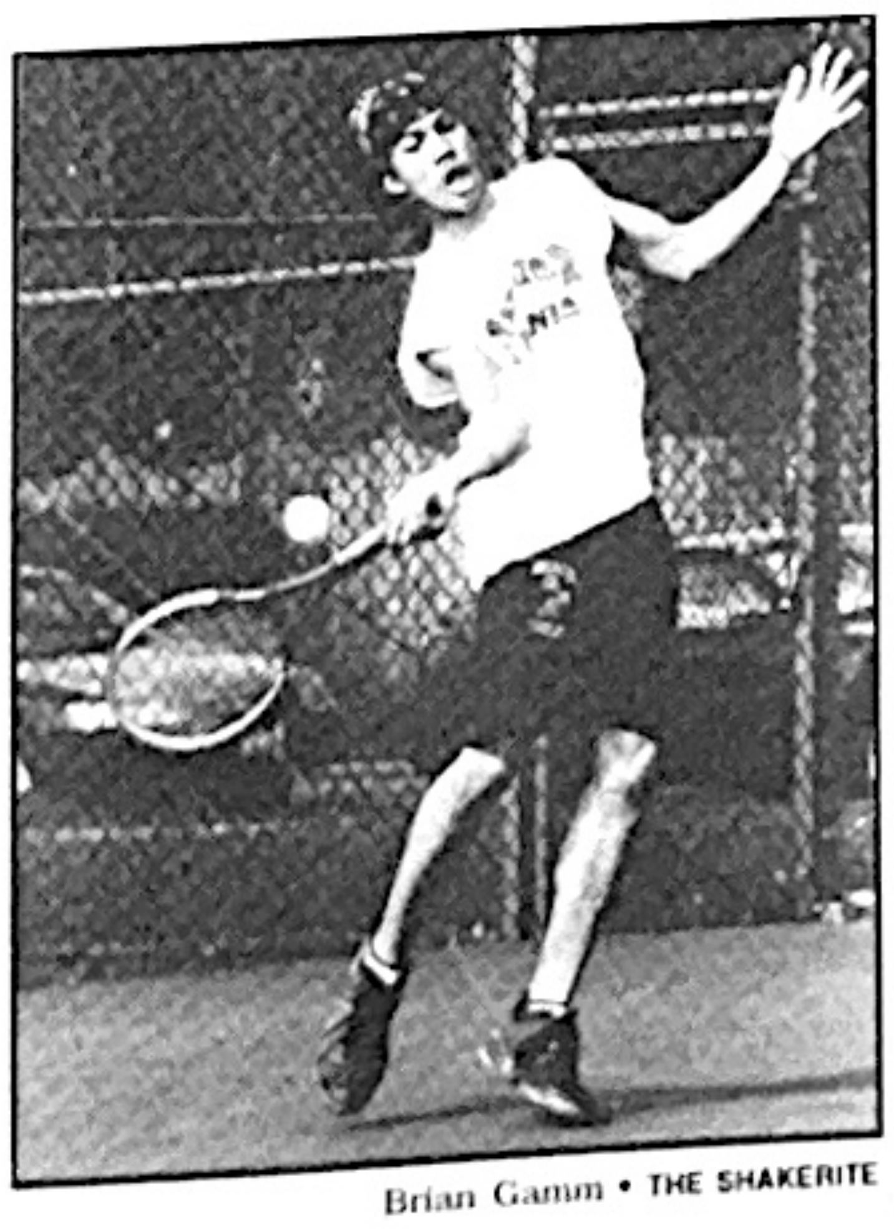
Last year Shaker transformed the men's visiting team locker room into a women's varsity locker room to make it equivalent to the men's varsity locker room. The district is also attempting to add more women's sports to increase participation. "We have had some interest in girl's golf," Brown said. "We really hope to get that started."

Although Shaker has taken strides to increase equality between men's and women's sports, many still see the gap as being bigger than it should be. Gretchen Fuller, a member of the state champion women's lacrosse team, said that the team had to paint their own lines for a sectionals game last year. "That would never happen on the football team," Fuller said.

"If they bring in more money for the school they should get to spend it," Fuller said. However, she felt the money spent on each athlete after revenue and fundraising should be the same.



Athletes turn it on in the classroom so they can turn it up on the courts



Brian Gamm • THE SHAKERITE

Senior Sean Barker blasts a forehand during a match. Barker had to miss valuable practice time during the preseason in order to get his grades up so he could be eligible to play.

FROM ELIGIBILITY, PAGE 16

year, he is not allowed to gain additional athletic participation.

"We are first and foremost an academic center," said guidance department chair Eileen Blattner. It is the guidance department's job to make sure that all athletes meet academic standards.

"We watch out for the kids," Blattner added. "If we notice that a player is close to becoming ineligible, they first go on an academic contract. This requires them to regularly have teachers and coaches aware of their status."

"It's good to have something," sophomore Mychael Reeves said. "I mean, most kids ain't gonna go pro, so you need some education to fall back on."

Eligibility issues are growing. Before the start of the track season, Coach Richard was asked what his team's largest challenge would be during the upcoming season. His response: eligibility.

"Our team is really hurt," junior runner Dylan Fallon said.

While some say standards are too high, others feel that minimum academic standards are a necessity.

"It's not hard to pass your classes," sophomore tennis player Cliff Harding said. "If everyone tried, everyone would pass."

Athletic eligibility forces many students to work harder in school in order to play the sports they love.

"I was failing two classes," senior tennis player Todd Angney said, "but I knew if I didn't get my act together, I wouldn't be able to play. It forced me to study."

"Students need to realize that academics are important," said tennis coach and math teacher Allan Slawson.

"If it takes athletics to get them to start studying seriously, that's fine with me, as long as they start hitting the books," Slawson said.

"Our coach [Charlie Morgan] is on top of our academics," said sophomore wrestler Brian Mackley. "If we don't have at least a 3.0, he makes us come to study groups and stuff before practice so he knows that we are working and that we're eligible."

Shakerite
SPORTS

Living up to the hype
Can the baseball team live up to the expectations set by the team in the 2001 season? Check it out on
Page 14

By Katherine Ekeberg
Sports Editor

No pep rallies result in lack of spirit

Pump, pump, pump it up! School spirit at Shaker has been lacking lately, and that's putting it generously. At most recent sporting events, fans have sat quietly and watched the game, only clapping or cheering when we score or when someone makes a truly spectacular play.

Even at the big games few students are chanting or clapping to support the team. Both the women's and men's basketball teams advanced to the Sweet 16 this year. The student fan support, however, was not at all indicative of the teams' success.

At this year's hockey district finals, Raider fans watched their team lose to University School 3-1. The energy throughout the game, however, was not one of students watching their team play one of their most hated rivals, but more of bored high schoolers enduring an English lecture. Contrast that to last season where even during regular season games against random teams, fans were standing and chanting for the entire game.

A number of things may be blamed for this. Weeknight games, piles of homework and the strength of the individual team are all factors.

The lack of pep rallies is also largely to blame for the lack of school spirit. The administration says that pep rallies aren't beneficial to school spirit and in fact pull us apart through our class color wars and the like. I disagree. It is a great way to support the teams and to see who some of the athletes are when they aren't hidden by their helmets and uniforms.

Also, pep rallies foster a healthy attitude for the school. Students like to see the faces of the athletes that they are always reading about in the paper or hearing about on the news. This helps students get a more personal feel for the teams that they are cheering for.

Other ways of encouraging spirit and support are not going to work as well without pep rallies. Telling students to wear red and white on certain days just doesn't work unless they think that others are going to participate, too. Pep rallies allow students to have fun and feel like they are a part of the sports at Shaker even if they aren't athletic.

Pep rallies get everyone together for something positive— supporting some of the best athletic teams in the area. If the administration feels as though pep rallies leave out other extracurriculars, like the theatre or music departments, have them participate too. Students should always be encouraged to support others, especially in the in a high school atmosphere.

Brown to leave after record season

Will Bostwick • THE SHAKERITE

Former women's basketball coach Susan Brown passes out weightlifting cards to Stephanie Starks and Jermaine Brown.

By Jeff Greenwald
Staff Reporter

"After 21 years of coaching, I'm just tired and need a break."

Following the best season in the history of Shaker women's basketball, which included a trip to the sweet sixteen in the state tournament, Susan Brown has opted to step down as head coach.

"Instead of coaching I will be supervising the games," Brown said. She will remain active in Shaker sports as an athletic director and physical education teacher.

Brown made no hints that she would leave at the end of the season. "We met the day after the sports awards night. They [the members of the women's basketball team] were all very surprised and some very disappointed," Brown said.

"It surprised me because we had such a good season," sophomore point guard Ashley Simpson said. Brown made it evident to players at the awards night that she was not leaving because of them.

Brown has been playing basketball ever since she was "shooting underhand." She accepted a full four-year basketball scholarship at Eastern Michigan University.

Brown planned to become a teacher, but she graduated in December when demand for teachers was low. She took a job as an assistant coach of volleyball, basketball and softball at Adrian College. She then

SEE BROWN, PAGE 14

The Art Of The Relay

Races are often won when the baton changes hands

Brian Gamm • THE SHAKERITE

Junior John Dukes receives a blind handoff in the 4x100-meter relay from junior Steve Malone. The runners use a blind handoff at this short distance because the difference between winning and losing is minuscule.

By Matt Seidner
Staff Reporter

A shot rings out and the race begins, runners sprinting out of the blocks and bright batons gleaming in the sunlight. They hand off to their teammates, transferring their energy along with the metal cylindrical tube. The relay is poetry in motion, exciting to watch as well as participate in.

There are three main relay races: 4x100, 4x400, and 4x800-meter relay. Women also run the 4x200, and in a relay meet, every race is turned into a relay.

To understand the relay, one must understand the scoring system of a track meet. In a single race, first place takes five points, second takes three, and third takes one. In a relay event, points are only awarded to the team that places first. "There are three relays, if we sweep all the relays, we take 15 points away from the opponent," said Charles Richard, the head coach of the men's track team.

Track meets always have 132 points in them, and the possibility of 15 unanswered points, which ends up acting like 30 points, often relies on the quality of the handoff. "[Handoffs] are vital. The shorter the relay, the more pressure there is to make a clean handoff," Richard said.

The handoff also must take place in an area called a fly zone, which is marked by two large arrows facing each other on the track. This adds urgency to the relay because receiving the baton before or after the fly zone will result in disqualification. If the baton is dropped before the fly zone, the man in back must pick it up, and if the baton is dropped inside one, either man may retrieve the baton. Any deviation can result in disqualification or the loss of place.

"Last year at LEL, we were in first place in the 4x800 and one of our runners dropped the baton. We ended up finishing in third place," said Winston Weatherspoon, a sophomore who runs the 4x800 and the 4x400.

"Last year at Eastlake North I dropped it, and [our team was] disqualified. I was really sad, in fact, I didn't run any races for the rest of the day, and I was really depressed

SEE RELAYS, PAGE 15

> **“[Handoffs] are vital. The shorter the relay, the more pressure there is to make a clean handoff.”**
>
> **Charles Richard**
> track coach

Photo Illustration By Brian Gamm • THE SHAKERITE

Shaker uses two types of exchanges: blind and visual. In blind the runners begin to sprint, and when they reach the fly zone, the lead runner throws their hand back and grabs the baton.

WHAT IT TAKES TO MAKE THE GRADE

In order to be eligible to play a sport an athlete must be passing a minimum of five full-credit classes. If the athlete does not take five classes they must maintain a grade point average of 2.0 or higher.
If the athlete is approaching ineligibility they are placed on an academic contract through the guidance office. An athlete is only eligible for participation during their first eight semesters of high school.

Players buckle down to get eligible

By David Morgenstern
Staff Reporter

Senior Sean Barker trained hard all winter long in preparation for earning the number-one seed on the men's tennis team. Tryouts began in early March and Barker played well enough to reach his goal.

However, a major hurdle suddenly appeared on Barker's road to glory. He was academically ineligible.

In order to improve his grades, Barker needed to miss valuable practice time for the upcoming season.

"I shaped up just in time," Barker said. "Now I can help out my team. I would have been really mad at myself it I hadn't qualified."

Many students are not as lucky as Barker. Academic ineligibility prevents them from participating in their desired sport.

The Ohio High School Athletic Association created a state wide minimum academic standard for high school athletes to participate in school team sports. Updated in 2001, this standard says that students must have passing grades in a minimum of five full-credit classes. Shaker Heights High School requires that a student have a minimum GPA of 2.0 if they are not taking five one credit classes. High school athletes in Ohio are also only allowed eight semesters of athletic participation, so if a student fails a

SEE ELIGIBILITY, PAGE 15